

# About St. John Fisher College

## Mission Statement

### Vision Statement

By the end of the decade, we will be a widely recognized college in the Northeast Region that enriches student character and deepens intellectual inquiry to prepare men and women for success in a complex and diverse global community.

*Adopted by the Board of Trustees, June 2012*

### Concise Mission Statement

St. John Fisher College is a collaborative community dedicated to teaching, learning, and scholarship in a student-centered educational environment. The College is guided by its liberal arts tradition and its Catholic heritage, as expressed in the motto of its founders, the Basilian Fathers: "teach me goodness, discipline, and knowledge." Fisher engages individuals in lives of intellectual inquiry, professional integrity, and civic responsibility, where diversity and service to others are valued and practiced.

*Adopted by the Board of Trustees, June 2012*

## About Us

St. John Fisher College is an independent liberal arts institution in the Catholic tradition of American higher education. Guided since its inception by the educational philosophy of the Congregation of St. Basil, the College emphasizes liberal learning for students in traditional academic disciplines as well as those in more directly career-oriented fields. In keeping with the openness that is characteristic of its Basilian heritage, Fisher welcomes qualified students, faculty, and staff regardless of religious or cultural background.

Our commitment to individuals from varied backgrounds and with differing educational needs reflects both our emphasis on lifelong learning and our direct involvement in the community of which we are a part.

As an institution of higher learning, we engage our students in the quest for knowledge and truth, believing that such engagement will equip them to make sound judgments as individuals, family members, and citizens. We provide individual guidance to students as they develop values that will guide them in meaningful and productive lives. Our dual emphasis on intellectual and personal growth derives from our belief that learning is valuable for its own sake, for the sake of those who learn, and for the sake of society as a whole.

We recognize continuing research as an indispensable part of effective teaching and seek to maintain a faculty whose creative participation in the development of the arts and sciences will inspire students to love and respect learning. Faculty members strive for superior academic quality by placing a high priority on teaching and a dedication to the growth and development of each individual graduate student.

St. John Fisher College is located in Pittsford, New York, only a few minutes by car or bus from the center of the city of Rochester. The city is noted for its excellent philharmonic orchestra, an art gallery with a diverse and valuable collection, a science museum, the Strasenburgh Planetarium, as well as the historic George Eastman House with its museum of photography. Rochester also has a high concentration of some of the finest hospitals and healthcare facilities in the nation, giving students an excellent opportunity to study and practice in clinical settings.

Our urban proximity provides both support to the regional professional communities and a significant source of hands-on experience for graduate students. Over the years, students have had enriching opportunities to work on projects, consult, complete internships, and otherwise involve themselves in the business, healthcare, human service, educational, and government communities at our doorstep. Additionally, representatives of these professions visit the Fisher campus regularly to supplement classroom theory via guest lectures, seminars, workshops, and adjunct teaching.

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St. John Fisher College

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St. John Fisher College

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VisitRochester

**Martin L. Keating '75**  
Managing Director  
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**Jill Knittel '94, '03 (MBA)**  
Financial Advisor  
Sage Ruttly & Company

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Producer  
Lawley Insurance

**Elizabeth (Betty) Mullin-DiProsa**  
Former President and Chief Executive Officer  
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Former Director, Management Consulting

Jordan & Jordan

**John A. Palvino '55**

Former Executive Vice President  
The Lincoln Group

**William J. Pellicano '80**

Chief Executive Officer  
PrimePay

**Mary V. Piehler '79**

Director, Northeast Region  
Absolute Software

**Ronald A. Pluta '79**

Managing Partner  
Calkins Corporate Park

**Wanda Polisseni**

Community Volunteer

**Rev. Thomas Rosica, C.S.B. '80**

Chief Executive Officer  
Salt and Light Catholic Media Foundation and  
President, Assumption University

**Ferdinand J. Smith**

CEO, Executive Creative Director  
JAY

**Philip H. Yawman**

Senior Vice President, Business Development  
Finger Lakes Technologies Group, Inc.

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Department Chair, Mathematical and Computing Sciences  
St. John Fisher College

**Alumni Board President**

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Executive Vice President, Product Development  
Cerion Energy, Inc.

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**Anthony G. Lee '17**

President, Student Government Association

**College Counsel**

**Robert W. Burgdorf, Esq. '84**

Nixon Peabody LLP

**Secretary to the Board**

**Joan L. Benulis**

Senior Executive Assistant to the President  
St. John Fisher College

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Managing Partner  
The Bonadio Group

**Mildred C. Boylan**

Community Volunteer

**Charles A. Constantino '61**

Former Executive Vice President  
PAR Technology Corporation

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Golisano Foundation  
Chairman, Paychex, Inc.

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Chairman  
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**Gary L. Mucci Esq. '68**  
Counsel  
Hiscock & Barclay

**Martin Mucci '81**  
President and Chief Executive Officer  
Paychex, Inc.

**John R. Riedman**  
Chairman  
Riedman Corporation

**Joseph R. Rulison '78**  
Managing Director  
Co-Founder and CEO  
Three + One Advisors

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**Robert F. Sykes**  
Former President & CEO  
Sykes Associates

**Gerald E. VanStrydonck '66**

**Rev. Joseph A. Trovato, C.S.B.**  
Parochial Vicar  
Christ the King Church

## Administration

*This listing is current with information on file as of August 1, 2015.*

### I. Office of the President

#### **Gerard J. Rooney**

President  
*B.A., Villanova University*  
*M.A., Fairfield University*  
*Ph.D., University at Buffalo, The State University of New York*

#### **Donald E. Bain**

President Emeritus  
*B.A., M.A., Ph.D., University at Buffalo, The State University of New York*

#### **Ian D.C. Newbould**

Interim Provost and Dean of the College  
*B.A., Huron University of Wisconsin*  
*M.A., University of Guelph*  
*Ph.D., University of Manchester*

#### **Joan R. Benulis**

Senior Executive Assistant to the President  
Secretary to the Board of Trustees  
*B.S., Roberts Wesleyan College*

#### **Richard DeJesús-Rueff**

Vice President for Student Affairs and Diversity Initiatives  
Chief Title IX Coordinator

*B.A., Haverford College*  
*M.Ed., Temple University*  
*Ed.D., Boston University*

**Jacqueline S. DiStefano**

Vice President for Finance and Business and CFO  
*B.S., Clarkson University*

**Mary McGowan**

Executive Assistant to the President  
*A.O.S., Bryant and Stratton*

**Jose Perales**

Interim Vice President for Enrollment Management  
*B.A., St. John Fisher College*  
*M.S., Roberts Wesleyan College*

## **II. Office of the Provost**

**Ian Newbould**

Interim Provost and Dean of the College  
*B.A., Huron University of Wisconsin*  
*M.A., University of Guelph*  
*Ph.D., University of Manchester*

**Eileen L. Lynd-Balta**

Assistant Provost  
*B.S., Cornell University*  
*M.S., Ph.D., University of Rochester*

**Stephanie A. Clark**

Executive Assistant to the Provost  
*A.A.S., Monroe Community College*

**Joy M. Breeden**

Coordinator of Disability Services  
*B.A., State University of New York at Fredonia*  
*M.S., Canisius College*

**Matthew Cardin**

Director of Career Services  
*B.S., Keuka College*  
*M.S., Nova Southeastern University*

**Lynn M. Donahue**

Director of Center for Service-Learning and Experiential Learning Support  
*B.A., Skidmore College*  
*Ed.M., State University of New York at Buffalo*  
*Ed.D., University of Rochester*

**Cheryl D. Evans**

Associate Registrar  
*B.S., Shippensburg State College*

**Nicole Forster**

Academic Counselor  
*B.A., M.S., Canisius College*

**Joan M. Fraver**

Associate Registrar  
*B.S., Canisius College*

**Monica K. Gebhardt**

Assistant Registrar  
*B.A., Nazareth College*

**Christine L. Hogan**

Coordinator of Disability Services and Counselor  
*B.S., Rosary Hill College*  
*M.S., State University of New York at Brockport*

**Elizabeth Jeffries**

Assistant Director of Career Services  
*B.A., M.S., University of Rochester*

**Christopher Keffer**

Coordinator of Transfer/Adult Services and Counselor  
*B.A., State University of New York at Fredonia*  
*M.S., University at Buffalo, The State University of New York*

**Margaret A. Murphy**

Director of Freshmen Advising and Counselor  
*B.A., St. Bonaventure University*  
*M.S.Ed., Niagara University*

**Clarence A. Norman**

Director of Higher Education Opportunity Program  
*B.A., Daemen College*  
*M.P.A., New York University*

**Tara L. Preteroti**

Assistant Director of Higher Education Opportunity Program  
*B.A., Canisius College*  
*M.S., State University of New York at Brockport*

**Katie Sabourin**

Educational Technologist  
*B.S., M.S., Rochester Institute of Technology*

**Julia M. Thomas**

Director of Academic Information and Registrar  
*B.A., College Misericordia*  
*M.A., Syracuse University*

**School of Arts and Sciences**

**Theresa Westbay**

Interim Dean of the School of Arts and Sciences  
*B.A., St. John Fisher College*  
*M.S., Ph.D., University of Rochester*

**Catherine S. Sweet**

Assessment Coordinator, School of Arts & Sciences  
*B.A., Clarke University*  
*M.S.Ed., Nazareth College*  
*Ed.D., University of Rochester*

**School of Business**

**Raymond Shady**

Interim Dean of the School of Business  
*B.A., St. Michael's College*  
*M.A., University of Toronto*

**Lori Hollenbeck**

Assistant Dean for Administration  
*B.S., M.B.A., Alfred University*

## **Wegmans School of Nursing**

### **Dianne Cooney Miner**

Dean of the Wegmans School of Nursing  
*B.S., Syracuse University*  
*M.S., Binghamton University*  
*Ph.D., Adelphi University*

### **Marilyn Dollinger**

Associate Dean for Academic Affairs  
*B.S., University of Toronto*  
*M.S., Russell Sage College*  
*D.N.S., University at Buffalo, The State University of New York*

### **Teresa M. O'Connor**

Director of Learning Resource Lab  
*B.A., Nazareth College*  
*B.S., M.S., St. John Fisher College*

### **Kathleen M. Shea**

Learning Resources Coordinator

### **Joanne Weinschreider**

Simulation Lab Director  
*B.S., Niagara University*  
*M.S., University of Rochester*

### **Pamela A. White**

Director of the Online Nursing Program  
*B.S.N., Capital University*  
*M.L.S., M.S., University of Buffalo*

## **Wegmans School of Pharmacy**

### **Christine R. Birnie**

Interim Dean of the Wegmans School of Pharmacy  
*B.S., Ph.D., Philadelphia College of Pharmacy and Science*

### **Anthony T. Corigliano**

Laboratory Experience Coordinator  
*B.S., M.A., State University of New York at Geneseo*  
*B.S., Northeastern University*

### **David J. McCaffrey III**

Assistant Dean for Student Affairs  
*B.S.Pharm., University of Maryland*  
*M.S., Ph.D., University of Mississippi*

## **Ralph C. Wilson, Jr. School of Education**

### **Michael W. Wischnowski**

Dean of the Ralph C. Wilson, Jr. School of Education  
*B.S., Eastern Illinois University*  
*M.S., University of St. Francis*  
*Ph.D., University of Illinois*

### **Allison L. Bosworth**

Student Placement Coordinator  
*B.S., University of Michigan*

### **Jennifer Pluretti**

Director of Advising and Candidate Services  
*B.S., M.S., State University of New York at Geneseo*

### **III. Office of the Vice President for Student Affairs and Diversity Initiatives**

#### **Richard DeJesús-Rueff**

Vice President for Student Affairs and Diversity Initiatives  
Chief Title IX Coordinator

*B.A., Haverford College*  
*M.Ed., Temple University*  
*Ed.D., Boston University*

#### **John Garneau, M.D.**

College Physician  
*B.S., Fordham University*  
*M.D., Cetec University*

#### **Stephanie A. Ketterl**

Associate Director of Residential Life  
*B.S., State University of New York, College at Buffalo*  
*M.S., Canisius College*  
*M.S., St. John Fisher College*

#### **Lisa Nolan**

Associate Director of Student Conduct  
*B.S., State University of New York, College at Oswego*  
*M.Ed., The Pennsylvania State University*

#### **Sara Shipley**

Wellness Education Programmer  
*B.S., Nazareth College*  
*M.A., University of St. Thomas (MN)*

#### **Yantee Slobert**

Director of Multicultural Affairs and Diversity Programs  
*B.S., M.P.S., Alfred University*

#### **Teah M. Terrance**

Director of Campus Life  
*B.A., Ed.M., University at Buffalo, State University of New York*

#### **Terri L. Travaglini**

Assistant Dean for Student and Residential Life  
*B.S., State University of New York, College at Geneseo*  
*M.S., State University of New York, College at Buffalo*

#### **Juana Vega**

Assistant Director of Multicultural Affairs and Diversity Programs  
*B.S., St. John Fisher College*

#### **Derick Wigle**

Coordinator of Housing Operations  
*A.A.S., Finger Lakes Community College*  
*B.S., State University of New York, College at Brockport*

### **IV. Office of Enrollment Management**

#### **Jose Perales**

Interim Vice President for Enrollment Management  
*B.A., St. John Fisher College*  
*M.S., Roberts Wesleyan College*

#### **Jody C. Benedict**

Webmaster/Graphic Designer  
*A.A.S., Finger Lakes Community College*  
*B.A., State University of New York at Oswego*



**Derek D. Demperio**

Assistant Director of Admissions  
*B.S., St. John Fisher College*  
*M.S., LeMoyne College*

**Marianne Ermi**

Head Women's Basketball Coach  
*B.S., St. John Fisher College*

**Michelle Gosier**

Assistant Director of Transfer Admissions  
*B.S., Nazareth College*

**Jennifer Granger**

Business Manager/Compliance Coordinator, Athletics  
*B.A., St. John Fisher College*

**James M. Grant**

Athletic Trainer  
*B.S., State University of New York at Brockport*

**Melissa Greco Lopes**

Assistant Director of Marketing and Communications  
*B.S., University of Miami*  
*M.S., Rochester Institute of Technology*

**Michael L. Henchen**

Head Track & Field and Cross Country Coach

**John Johnson**

Head Men's Lacrosse Coach

**Norman D. Kieffer**

Assistant Director of Athletics/Sports Information Director  
*B.A., St. John Fisher College*  
*M.S., State University of New York at Brockport*

**Robert M. Kornaker**

Head Men's Basketball Coach  
*B.A., M.P.S., Alfred University*

**Elizabeth Lachance**

Director of Planning, Assessment, and Institutional Research  
*B.S., Syracuse University*

**Stacy Ledermann**

Director of Freshman Admissions  
*B.A., State University of New York at Fredonia*  
*M.S., University at Buffalo, The State University of New York*

**Marie Longyear**

Assistant Director of Financial Aid  
*B.S., State University of New York at Fredonia*

**Bari Mance**

Head Women's Softball Coach  
*B.A., M. A., St. John Fisher College*

**Jill McCabe**

Associate Director of Athletics/Head Women's Soccer Coach  
*B.S., University of Rochester*

*M.S., Rochester Institute of Technology*

**Angela B. Monnat**

Director of Financial Aid  
*B.S., Rochester Institute of Technology*

**Penny Myler**

Assistant Director of Transfer Admissions  
*B.A., St. Bonaventure University*  
*M.S., Rochester Institute of Technology*

**Rebecca A. Norman**

Associate Director of Graduate Admissions  
*B.P.S., State University of New York Institute of Technology*  
*M.S., Nazareth College*

**Shelly Ouellette**

Assistant Director of Financial Aid  
*B.A., State University of New York at Potsdam*  
*M.S., Springfield College*

**Brandon Potter**

Head Baseball Coach  
*B.S., St. John Fisher College*  
*M.S., Minnesota State University*

**Thomas P. Racculia**

Assistant Director of Freshmen Admissions  
*B.S., St. John Fisher College*

**David Roberts**

Associate Director of Freshman Admissions  
*B.S., Nazareth College*  
*M.B.A., St. John Fisher College*

**Maherly A. Schaeffer**

Advancement Communication Specialist  
*B.A., St. John Fisher College*

**Robert Searl**

Head Men's Soccer Coach  
*B.A., Ohio Wesleyan University*  
*M.S.Ed. Nazareth College*

**Holly A. Smith**

Assistant Director of Graduate Admissions  
*B.A., Marquette University*  
*M.S., University at Buffalo, The State University of New York*

**Kate L. Torok**

Director of Marketing and Communications  
*B.A., St. Bonaventure University*

**Paul Vosburgh**

Head Football Coach  
*B.A., William Penn*  
*M.S., Pittsburg State University*

**Robert A. Ward**

Director of Athletics and Recreation  
*B.A., University of Rochester*  
*M.S., United States Sports Academy*

**Eryn M. Yates**

Web Support Specialist  
*B.S., Hobart and William Smith Colleges*

**V. Office of Institutional Advancement**

**Elizabeth C. Ciaccio**

Senior Major Gifts Officer  
*B.S., St. John Fisher College*

**Melissa L. Head**

Senior Major Gifts Officer  
*B.A., St. John Fisher College*  
*M.S., University of Rochester*

**E. Robert Moline**

Executive Director of Alumni Engagement  
*B.A., St. John Fisher College*

**Elizabeth G. Pinti**

Director of Events for Advancement and Enrollment  
*B.S., St. John Fisher College*

**Christopher B. Sullivan**

Director of Alumni Relations  
*B.A., St. John Fisher College*

**Maya A. C. Temperley**

Director of Corporate, Foundation, and Government Relations  
*B.S., B.A., M.A., University of Ottawa*  
*M.P.A., Queen's University*

**Margaret J. Thomas**

Director of The Fisher Fund  
*B.A., Wells College*

**VI. Office of Financial Affairs**

**Jacqueline S. DiStefano**

Vice President for Finance and Business and CFO  
*B.S., Clarkson University*

**Jill D. Rathbun**

Executive Assistant to the Vice President for Finance and Business

**Michael M. Allington**

Director of Technology Support Services  
*B.A., Hobart College*  
*M.B.A., Creighton University*

**Kara Christensen**

Director of Student Accounts

**Stephen Cook**

Director of Administrative Services  
*B.A., State University of New York at Potsdam*  
*M.S., Indiana State University*

**David DiCaro**

Director of Safety and Security  
*B.S., M.S., Rochester Institute of Technology*

**Diane V. Dugan**

Assistant Controller  
*B.A., State University of New York at Potsdam*  
*M.B.A., University of Michigan*

**Larry P. Jacobson**

Director of Physical Plant  
*B.S., University at Buffalo, The State University of New York*

**Daniel R. Kinsman**

Director of Network Services  
*A.A.S., Finger Lakes Community College*

**MaryBeth Kula**

Director of Early Learning Center  
*B.A., Mercyhurst College*

**Mary R. Powley**

Director of Payroll and Accounts Payable  
*A.A.S., Monroe Community College*  
*B.S., State University of New York at Brockport*

**Lisa Riotto**

Human Resources Manager  
*B.S., St. John Fisher College*

**Stacy S. Slocum**

Chief Information Officer  
*B.S., M.S., State University of New York at Brockport*

**Linda M. Steinkirchner**

Associate Vice President of Finance  
*B.S., State University of New York at Geneseo*  
*M.B.A., Rochester Institute of Technology*

**Susan B. Wisniewski**

Finance Manager, Grants and Accounts Receivables  
*B.S., M.P.A., Gannon University*

**VII. Campus Ministry****Sally Vaughan**

Director of Community Service  
*B.S., M.S., Nazareth College*

**Faculty**

*This listing is current with information on file as of August 3, 2015.*

**Full-Time**

*\*On leave, Fall 2015*  
*\*\*On leave, Spring 2016*  
*\*\*\*On leave, 2015–2016*

**Kylene Abraham**

Assistant Professor of Nursing  
*A.A.S., Finger Lakes Community College*  
*B.S., Nazareth College*  
*M.S., D.N.P., St. John Fisher College*

**Noveera Ahmed**

Assistant Professor of Biology  
*B.S., St. John Fisher College*  
*Ph.D., SUNY Upstate Medical University, Syracuse, NY*

**Nabila Ahmed-Sarwar**

Assistant Professor of Pharmacy  
*B.S., Ph.D., Midwestern University*

**Katrina Arndt**

Associate Professor of Education  
*B.A., Grinnell College*  
*M.A., University of Minnesota*  
*Ph.D., Syracuse University*

**Lisa R. Avery**

Associate Professor of Pharmacy  
*B.S., Pharm.D., State University of New York at Buffalo*

**Steven Barber**

Visiting Instructor of Accounting  
*B.A., Cornell University*  
*M.S., Rochester Institute of Technology*

**David Baronov**

Professor of Sociology  
*B.A., University of Massachusetts, Amherst*  
*Ph.D., State University of New York at Binghamton*

**Gail Begley**

Visiting Assistant Professor of Mental Health Counseling  
*M.A., State University of New York College Brockport*

**David E. Bell**

Assistant Professor of Anthropology  
*B.S., Vanderbilt University*  
*M.A., M.P.H., Case Western Reserve University*  
*Ph.D., University at Buffalo, The State University of New York*

**J. Jason Berman**

Professor of Management  
*B.A., M.S., The City College of New York*  
*Ed.D., University of Rochester*

**Douglas Bicket**

Associate Professor of Communication/Journalism  
*B.A., Glasgow Caledonian University*  
*M.A., Ph.D., University of Washington, Seattle*

**Andrea N. Bills**

Assistant Professor of Chemistry  
*B.A., B.S., University of North Carolina at Charlotte*  
*M.S., Ph.D. Pennsylvania State University*

**Christine R. Birnie**

Associate Professor of Pharmaceutical Sciences  
*B.S., Ph.D., Philadelphia College of Pharmacy and Science*

**Melissa Bissonette**

Associate Professor of English  
*B.A., Union College*  
*Ph.D., Graduate Center of the City University of New York*

**\*\*Bruce E. Blaine**

Professor of Statistics  
*B.S., Houghton College*  
*M.A., St. Bonaventure University*  
*Ph.D., University at Buffalo, The State University of New York*

**Christine Boev**

Assistant Professor of Nursing  
*B.S., Allegheny College*  
*B.S., Binghamton University*  
*M.S., Georgia College and State University*  
*Ph.D., University of Rochester*

**\*Michael L. Boller**

Associate Professor of Biology  
*B.S., M.S., University at Buffalo, The State University of New York*  
*Ph.D., University of Rhode Island*

**Kaitlin M. Bonner**

Assistant Professor of Biology  
*B.S., Allegheny College*  
*M.S., University of New Hampshire*  
*Ph.D., Oregon State University*

**James R. Bowers**

Professor of Political Science and Pre-Law Advisor  
*B.A., M.A., Sangamon State University*  
*Ph.D., Northern Illinois University*

**Nancy M. Bowllan**

Associate Professor of Nursing  
*B.S., Alfred University*  
*M.S., University of Rochester*  
*Ed.D., St. John Fisher College*

**James Bowman**

Assistant Professor of English  
*B.S., Villanova University*  
*M.A., Northern Arizona University*  
*Ph.D., University of Arizona*

**Stephen Brauer**

Associate Professor of English  
*B.A., Trinity College*  
*Ph.D., New York University*

**Robert W. Brimlow**

Associate Professor of Philosophy  
*B.A., Fordham University*  
*Ph.D., University of Rochester*

**Kathleen Broikou**

Associate Professor of Education  
*B.S., Nazareth College*  
*M.S., Ph.D., State University of New York at Albany*

**Jack E. Brown, Jr.**

Associate Professor of Pharmacy Practice  
*B.S., Philadelphia College of Pharmacy*  
*M.S., Dartmouth Medical College,*  
*Pharm.D., Philadelphia College of Pharmacy*

**Katharine A. Burakowski**

Assistant Professor of Sport Studies  
*B.A., Valparaiso University*  
*M.A., Canisius College*

*Ph.D., University of Northern Colorado*

**Elizabeth Sutton Burke**

Assistant Professor of Pharmacy Practice  
*B.S., State University of New York College at Oneonta*  
*Pharm.D., University of Buffalo*

**Kevin P. Callahan**

Assistant Professor of Chemistry  
*B.S., Gettysburg College,*  
*M.S., Ph.D., University of Rochester School of Medicine and Dentistry*

**Susan Carlson**

Visiting Assistant Professor of Nursing  
*A.S., Corning Community College*  
*B.S., Rochester Institute of Technology*  
*B.S., State University of New York at Brockport*  
*M.S., University of Rochester*  
*DNP, St. John Fisher College*

**Carolina Casella**

Visiting Instructor of Modern Languages and Cultures  
*J.D., University of the Andes School of Law, Bogota, Colombia*

**Daniel M. Cass**

Associate Professor of Mathematics  
*B.A., University of Rochester*  
*M.A., Ph.D., State University of New York at Stony Brook*

**Lipika Chablani**

Assistant Professor of Pharmacy  
*B.S., Mumbai University*  
*M.S., Campbell University*  
*Ph.D., Mercer University*

**Monica Cherry**

Associate Professor of Economics  
*B.S., State University of New York at Stony Brook*  
*M.A., Ph.D., State University of New York at Binghamton*

**Kimberly Chichester**

Associate Professor of Chemistry  
*B.A., University of North Carolina at Charlotte*  
*Ph.D., Wake Forest University*

**Jeongho Choi**

Assistant Professor of Management  
*B.S., Kyunghee University*  
*M.S., Korea University*  
*Ph.D., Rutgers University*

**Marie Cianca**

Associate Professor of Executive Leadership  
*B.S., M.S., SUNY Brockport*  
*Ed.D., University of Rochester*

**Gabriela Cipriano**

Assistant Professor of Pharmacy Practice  
*B.S., California State University, Fresno*  
*Pharm.D., Washington State University*

**Kevin W. Clarke**

Assistant Professor of Criminology  
*B.A., State University of New York at Geneseo*

*M.A., State University of New York at Buffalo*

**Shannon Cleverley-Thompson**

Visiting Assistant Professor of Executive Leadership  
*B.S., Washburn University*  
*M.S., University of Kansas*  
*Ph.D., St. John Fisher College*

**Tamara Clingerman**

Assistant Professor of Mental Health Counseling  
*B.S., University at Buffalo, The State University of New York*  
*M.S., Canisius College*  
*Ph.D., Syracuse University*

**Christine Collins**

Visiting Instructor of Modern Languages and Cultures  
*B.A., State University of New York at Brockport*  
*M.A., University of Rochester*

**Christopher Collins**

Assistant Professor of Biology  
*B.S., Houghton College*  
*M.S., Ph.D., State University of New York at Albany*

**Kelly Conn**

Assistant Professor of Pharmacy Practice and Administration  
*B.S., Edinboro University of Pennsylvania*  
*M.P.H., University of Rochester*  
*Ph.D., University of Rochester*

**Kathryn Ann Connor**

Assistant Professor of Pharmacy Practice  
*A.A.S., Schoolcraft College*  
*Pharm.D., Wayne State University*

**Mary Kay Copeland**

Assistant Professor of Accounting  
*B.S., M.B.A., State University of New York at Buffalo*  
*Ph.D., Regent University*

**Robert D. Costigan**

Professor of Management  
*B.S., University of Santa Clara*  
*M.B.A., Washington University*  
*M.A., Ph.D., University of Missouri*

**Gregory Blayne Cunningham**

Associate Professor of Biology  
*B.Sc., University of Guelph*  
*Ph.D., University of California*

**Lisa J. Cunningham**

Visiting Assistant Professor of Interdisciplinary Studies  
*B.A., M.A., St. Bonaventure University*  
*Ph.D., Ohio University*

**Lori A. Dambaugh**

Assistant Professor of Nursing  
*B.S., Cortland State College*  
*B.S., Seton Hall University*  
*M.S., St. John Fisher College*  
*D.N.P. St. John Fisher College*

**Emily A. Dane-Staples**



Associate Professor of Sport Management  
*B.S., University of Iowa*  
*M.S., University of Wisconsin*  
*Ph.D., University of Minnesota*

**Vivek S. Dave**

Assistant Professor of Pharmacy  
*B.S., University of Pune, India*  
*M.S., Bharati Vidyapeeth University, India*  
*Ph.D., University of Maryland*

**Alexander J. DeLucenay**

Assistant Professor of Pharmacy Practice  
*B.S., Pharm.D., St. John Fisher College*

**Keith DelMonte**

Associate Professor of Pharmacy and Director of Experiential Education  
*B.S., University of Connecticut,*  
*Pharm.D., University of Colorado*

**Seyda Deligonul**

Professor of Management  
*B.S., Middle East Technical Institute*  
*M.B.A., University of Southern California*  
*Ph.D., Hacettepe University*

**Sharon Ann Delmendo**

Professor of English  
*A.B., Occidental College*  
*M.A., Ph.D., University at Buffalo, The State University of New York*

**Kathleen Dever**

Assistant Professor of Nursing  
*B.S., Marquette University*  
*M.S., Ed.D., St. John Fisher College*

**Krsna Dev**

Visiting Assistant Professor of Physics  
*M.S., Peoples' Friendship University, Russia*  
*M.S., McMaster University, Canada*  
*Ph.D., Dartmouth College*

**Jeannine E. Dingus-Eason**

Associate Professor of Education  
*B.A., M.S., University of Rochester*  
*Ph.D., University of Washington*

**Colleen Dwyer Donegan**

Assistant Professor of Nursing  
*B.S., Niagara University*  
*M.S., University of Rochester*  
*D.N.P., Robert Morris University*

**Kathleen M. Donovan**

Assistant Professor of Political Science  
*B.A., Emory University*  
*M.S., University of Cincinnati*  
*M.A., Ph.D., Stony Brook University*

**\*\*Frederick H. Dotolo III**

Associate Professor of History  
*B.A., St. John Fisher College*  
*M.A., Ph.D., University at Buffalo, The State University of New York*

**Thomas A. Douglas**

Associate Professor of Chemistry  
*B.S., Rose-Hulman Institute of Technology*  
*M.A., Ph.D., Rice University*

**Robert W. Dunbar**

Visiting Instructor of Religious Studies  
*B.A., Nazareth College*  
*M.A., State University of New York at Brockport*  
*M.A., ABD., Indiana University*

**Lafayette Eaton**

Visiting Assistant Professor of Interdisciplinary Studies  
*B.A., B.S., University of Wyoming*  
*M.S., St. John Fisher College*

**Michelle L. Erklenz-Watts**

Associate Professor of Education  
*B.A., M.S., Nazareth College*  
*Ph.D., University of Rochester*

**Linda Hickmon Evans**

Visiting Assistant Professor of Executive Leadership (OCC)  
*B.S., Jackson State University*  
*M.Div., Emory University*  
*M.Rel.Ed., Ph.D., Claremont School of Theology*

**Steven Evans**

Visiting Assistant Professor of Chemistry  
*B.S., Drexel University*  
*Ph.D., University of Delaware*

**Jonathan E. Falanga**

Visiting Assistant Professor of Biology  
*B.S., Cornell University*  
*D.C., New York Chiropractic College*

**Michael W. Fedoryshyn**

Associate Professor of Accounting  
*B.S., Lafayette College*  
*M.B.A., University of Rochester*  
*C.M.A., C.P.A., State of New York*

**Shawn E. Fellows**

Assistant Professor of Pharmacy Practice  
*Pharm.D., Ohio Northern University*

**Lawrence Fouraker**

Associate Professor of History  
*A.B., Harvard College*  
*M.A., Ph.D., University of California*

**Timothy Franz**

Professor of Psychology  
*B.A., State University of New York at Oneonta*  
*M.A., University at Buffalo, The State University of New York*  
*Ph.D., University of Illinois at Chicago*

**Edward Freeman**

Associate Professor of Biology  
*B.S., Ohio University*  
*M.A., Kent State University*  
*Ph.D., University of South Carolina School of Medicine*

**Mona Gandhi**

Assistant Professor of Pharmacy Practice  
*B.S., Rutgers University*  
*Pharm.D., University of Florida*

**Ryan Gantner**

Associate Professor of Mathematical and Computing Sciences  
*B.A., University of Wisconsin*  
*Ph.D., University of Minnesota*

**Anne K. Geraci**

Instructor in Mathematical and Computing Sciences  
*M.A.T., Converse College*  
*B.A., Vassar College*

**Melissa M. Ghera**

Associate Professor of Psychology  
*B.A., M.A., Concordia University*  
*Ph.D., University of Maryland*

**Andrea N. Bills**

Assistant Professor of Chemistry  
*B.A., B.S., University of North Carolina at Charlotte*  
*M.S., Ph.D. Pennsylvania State University*

**Rubén L. Gómez**

Professor of Modern Languages and Cultures (Spanish)  
*B.A., New York University*  
*M.A., University of South Florida*  
*Ph.D., University of North Carolina, Chapel Hill*

**Fr. William Graf**

Associate Professor of Religious Studies  
*B.A., M.Div., M.Th., St. Bernard's Seminary, St. Bernard's College*  
*M.A., M.Ed., Ed.D., University of Rochester*  
*D.Min., Colgate Rochester Divinity School/Bexley Hall/Crozer*  
*S.T.L., St. Paul's University*  
*Ph.D., Columbia Pacific University*

**Kris H. Green**

Professor of Mathematics/Science/Technology Integration  
*B.S., University of Tennessee*  
*M.S., Ph.D., University of Arizona*

**Oliver Griffin**

Assistant Professor of History  
*B.A., Yale College*  
*A.M., Ph.D., Harvard University*

**Lucia Falsetti Guarino**

Associate Professor of Education  
*B.S., University of Arizona*  
*M.S., Ph.D., University at Buffalo, The State University of New York*

**John D. Harman**

Professor of Political Science  
*B.A., Idaho State University*  
*M.A., Ph.D., University of Wisconsin, Madison*

**Todd Harrison**

Assistant Professor of Sport Management  
*B.S., Slippery Rock University*  
*M.A., Ph.D., Ohio State University*

**William Scott Harrison**

Associate Professor of Mathematical and Computing Sciences  
*B.S., Southeastern Louisiana University*  
*Ph.D., Tulane University*

**\*\*Maryann Adel Borsick Herman**

Associate Professor of Biology  
*B.S., Allegheny College*  
*Ph.D., Cornell University*

**Jane E. Hicks**

Associate Professor of Religious Studies  
*B.A., Trinity University*  
*J.D., University of Florida College of Law*  
*M.T.S., Harvard Divinity School*  
*Ph.D., Union Theological Seminary*

**\*\*Susan Hildenbrand**

Associate Professor of Education  
*B.A., University of Michigan*  
*M.Ed., DePaul University*  
*Ed.D., University of Rochester*

**Arthur F. Hintz**

Associate Professor of Accounting  
*B.S., St. John Fisher College*  
*M.A., M.B.A., Indiana University*  
*C.P.A., State of Illinois*

**Foek T. Hioe**

Professor of Physics and Pre-Engineering Advisor  
*B.Sc., ARCS, Imperial College London*  
*Ph.D., King's College London*

**Monica Hodis**

Assistant Professor of Management  
*B.S., West University of Timisoara, Romania*  
*M.B.A., Ph.D., Southern Illinois University*

**Daryl Hurd**

Associate Professor of Biology  
*B.A., Hiram College*  
*Ph.D., Indiana University*

**David Hutchinson**

Associate Professor of Pharmacy Practice  
*B.S., St. John Fisher College*  
*Pharm.D., State University of New York at Buffalo*

**Alexey Ignatchenko**

Assistant Professor of Chemistry  
*B.S., Ph.D., Moscow State University, Moscow, Russia*

**Chinwe Ikpeze**

Assistant Professor of Education  
*B.A., University of Port Harcourt, Nigeria*  
*M.S., Ahmadu Bello University, Nigeria*  
*Ph.D., University at Buffalo, The State University of New York*

**Lisa Jadwin**

Professor of English  
*B.A., University of California*  
*M.A., Ph.D., Princeton University*

**Shelley Jallow**

Visiting Assistant Professor of Executive Leadership (CNR)  
*B.S., Howard University*  
*M.A., City College of New York*  
*Ed.D., St. John Fisher College*

**\*\*Erica Johnson**

Associate Professor of Mathematics  
*B.S., M.S., University of Nebraska, Omaha*  
*Ph.D., University of Nebraska, Lincoln*

**Rachel A. Jordan**

Associate Professor of Mental Health Counseling  
*B.A., Utica College of Syracuse University*  
*M.S., State University of New York at Brockport*  
*Ph.D., University of Rochester*

**Katherine Juba**

Assistant Professor of Pharmacy  
*Pharm.D., University at Buffalo School of Pharmacy and Pharmaceutical Sciences*

**Munawar Karim**

Professor of Physics  
*B.S., M.S., Dacca University*  
*M.S., Lehigh University*  
*Ph.D., University of Oregon*

**Irene Kimaru**

Associate Professor of Chemistry  
*B.S., Kenyatta University, Nairobi, Kenya*  
*Ph.D., Southern Illinois University*

**John C. Kirchgessner**

Assistant Professor of Nursing  
*B.S.N., Niagara University*  
*M.S.N., Ph.D., University of Virginia*

**Elizabeth A. Kiss**

Visiting Assistant Professor of Nursing  
*B.A., State University of New York at Potsdam*  
*B.S., University of Rochester*  
*M.P.S., State University of New York School of Environmental Science and Forestry*

**John Kiweewa**

Assistant Professor of Mental Health Counseling  
*B.A., Makerere University*  
*M.A., University of Scranton*  
*M.A., Ph.D., Syracuse University*

**Lauren M. Kocman**

Assistant Professor of Economics  
*B.A., Universidad de Salamanca*  
*M.A., Ph.D., University of Colorado at Boulder*

**Kamil Kozan**

Professor of Management  
*B.S., Middle East Technical University*  
*M.S., Ph.D., University of California at Los Angeles*

**\*Bradley Kraft**

Assistant Professor of Chemistry  
*B.S., Millersville University*  
*Ph.D., University of Rochester*

**David Kunsch**

Assistant Professor of Management  
*B.S.E.E., General Motors Institute (Kettering University)*  
*LL.B., Osgood Hall Law School, Ontario, Canada*  
*M.S., Wayne State University*  
*Ph.D., University of Western Ontario*

**Merouane Lakehal-Ayat**

Professor of Management  
*J.D., B.S., B.A., Algiers Business School*  
*M.B.A., M.I.M., M.A., Ph.D., University of Denver*

**Hugh Lambert**

Visiting Assistant Professor of Accounting  
*B.S., Fairfield University*  
*M.B.A., New York University*

**Kristina M. Lantzky-Eaton**

Associate Professor of Chemistry  
*B.A., Wartburg College*  
*Ph.D., University of Wyoming*

**\*Jill E. Lavigne**

Professor of Pharmacy  
*B.A., Duke University*  
*M.P.H., M.S., Ph.D., University of Rochester*

**Sébastien Lazardeux**

Assistant Professor of Political Science  
*B.A., Institute of Political Science at Lille, France*  
*M.A., Villanova University*  
*M.A., Ph.D., University of Washington*

**\*\*Elizabeth M. Leboffe**

Associate Professor of Mathematics and Computer Science  
*B.A., State University of New York at Brockport*  
*M.S., Rochester Institute of Technology*

**Nicholas Leifker**

Assistant Professor of Management  
*B.S., M.B.A., Ph.D., Texas A&M University*

**Jeffrey A. Liles**

Associate Professor of Education  
*B.A., Oklahoma Baptist University*  
*M.Ed., Ph.D., University of Oklahoma*

**Mary Loporcaro**

Associate Professor of Communication/Journalism  
*B.A., Nazareth College*  
*M.A., New York University*

**Barbara J. Lowe**

Associate Dean, School of Arts and Sciences and Associate Professor of Philosophy  
*B.A., St. Lawrence University*  
*M.A., Bowling Green State University*  
*M.A., American University*  
*Ph.D., Fordham University*

**Melinda E. Lull**

Assistant Professor of Pharmacy  
*B.A., St. John Fisher College*  
*Ph.D., Penn State College of Medicine*

**Eileen Lynd-Balta**

Professor of Biology  
*B.S., Cornell University*  
*M.S., Ph.D., University of Rochester*

**Linda MacCammon**

Associate Professor of Religious Studies  
*B.A., Le Moyne College*  
*M.A., Yale Divinity School*  
*Ph.D., Boston College/Weston Jesuit School of Theology Joint Doctoral Program*

**Timothy J. Madigan**

Associate Professor of Philosophy  
*B.A., M.A., Ph.D., University at Buffalo, The State University of New York*

**Gary Maggs**

Professor of Economics  
*B.A., M.A., Youngstown State University*  
*Ph.D., West Virginia University*

**Farrokh G. Mamaghani**

Professor of Management  
*B.S., Tabriz University*  
*M.S., D.Sc., The George Washington University*

**Renuka Manchanayakage**

Visiting Assistant Professor of Chemistry  
*B.S., University of Sri Jayewardenepura, Nugegoda, Sri Lanka*  
*Ph.D., State University of New York at Binghamton*

**\*Joellen Maples**

Associate Professor of Education  
*B.A., M.S., Ed.S., Ph.D., University of Tennessee, Knoxville*

**Pamela Mapstone**

Assistant Professor of Nursing  
*B.A., Gettysburg College,*  
*B.S., Thomas Jefferson University*  
*M.S., D.N.P., University of Rochester*

**Laura Markwick**

Assistant Professor of Nursing  
*B.S.N., University of Vermont*  
*M.S.N., D.N.P., St. John Fisher College*

**Kermin J. Martinez-Hernandez**

Assistant Professor of Chemistry  
*B.S., M.S., University of Puerto Rico*  
*Ph.D., Purdue University*

**Natalie Masco**

Assistant Professor of Nursing  
*B.S., M.S., D.N.P., St. John Fisher College*

**Jonelle L. Mattiaccio**

Assistant Professor of Biology  
*B.S., SUNY College of Environmental Science and Forestry*  
*Ph.D., University of Buffalo Medical School*

**\*Jennifer L. Mathews**

Associate Professor of Pharmaceutical Sciences  
*B.A., State University of New York at Potsdam*  
*M.A., University of Northern Colorado*  
*M.S., Ph.D., University of Rochester School of Medicine and Dentistry*

**\*John Mavromatis**

Associate Professor of Psychology  
*B.A., Hobart College*  
*Ph.D., University of Pittsburgh*

**Cynthia Ricci McCloskey**

Associate Professor of Nursing  
*B.S., State University of New York at Plattsburgh*  
*M.S., University of Rochester*  
*D.N.S., University at Buffalo, The State University of New York*

**Kimberly McClure Brenchley**

Assistant Professor of Psychology  
*B.A., LeMoyne College*  
*M.A., Ph.D., University of Connecticut*

**Mark McKinzie**

Associate Professor of Mathematics  
*B.A., San Jose State University*  
*M.A., Ph.D., University of Wisconsin*

**Eileen Merges**

Associate Professor of Psychology  
*B.A., State University of New York at Geneseo*  
*Ph.D., State University of New York at Albany*

**Josephine Moffett**

Visiting Assistant Professor of Executive Leadership  
*B.A., M.S., Hunter College*  
*M.A., Manhattan College*  
*Ed.D., Columbia University*

**Guillermo Montes**

Associate Professor of Executive Leadership  
*B.A., M.A., Ph.D., University of Rochester*

**Lynn Mucenski-Keck**

Assistant Professor of Accounting  
*B.S., St. John Fisher College*  
*M.S., University of Denver*

**Donald L. Muench**

Professor of Mathematics  
*B.A., St. John Fisher College*  
*M.S., St. John's University*  
*D.A., Idaho State University*

**Angela K. Nagel**

Assistant Professor of Pharmacy Practice  
*A.A.S., Monroe Community College*  
*B.S., State University of New York at Buffalo*  
*Pharm.D., Bernard J. Dunn School of Pharmacy*

**Kobi T. Nathan**

Assistant Professor of Pharmacy Practice  
*B.A., M.Ed., University of Arkansas*  
*Pharm.D., St. John Fisher College*

**Charles M. Natoli**

Professor of Philosophy  
*B.A., Pennsylvania State University*  
*Diplome de langue francaise, Institut Catholique de Paris*  
*M.A., Ph.D., University of Notre Dame*



**\*\*Christine Nelson-Tuttle**

Associate Professor of Nursing  
*B.S., State University of New York at Brockport*  
*M.S.N., P.N.P., University of Rochester*  
*D.N.S., State University of New York at Buffalo*

**Ben J. Niu**

Assistant Professor of Economics  
*B.A., Cornell University*  
*M.A., Ph.D., University of Michigan at Ann Arbor*

**Christopher Noel**

Assistant Professor of Pharmacy Practice  
*Pharm.D., Drake University*

**Marcia L. O'Brien**

Associate Professor of Accounting/Finance/MIS  
*A.A.S., Alfred State College*  
*B.S., Rochester Institute of Technology*  
*M.B.A., University of Rochester*  
*D.B.A., Anderson University*

**Fernando Ontiveros-Llamas**

Assistant Professor of Biology  
*B.S., National Autonomous University of Mexico*  
*M.S., Ph.D., University of Rochester*

**\*Marc A. Papé**

Associate Professor of Modern Languages and Cultures  
*B.A., University of Abidjan*  
*M.S., Ph.D., Florida State University*

**Amy L. Parkhill**

Associate Professor of Pharmacy  
*B.S., Niagara University*  
*M.S., Ph.D., University of Rochester*

**Karen Parker**

Assistant Professor of Nursing  
*B.S., SUNY College at Fredonia*  
*B.S., M.S., St. John Fisher College*

**Laurel Parrilli**

Visiting Assistant Professor of Accounting  
*B.S., Binghamton University*  
*M.S., State University of New York at Geneseo*

**David S. Pate**

Associate Professor of Economics  
*B.S., Bentley College*  
*Ph.D., Iowa State University*

**Laura Phelan**

Associate Professor of Psychology  
*A.A., Nassau Community College*  
*B.A., Ph.D., State University of New York at Albany*

**Elizabeth Phillips**

Associate Professor of Pharmacy Practice  
*B.S., Pharm.D., State University of New York at Buffalo*

**Kristin Picardo**

Associate Professor of Biology

*B.S., State University of New York at Geneseo*  
*Ph.D., University at Buffalo, The State University of New York*

**Deirdre Pierce**

Assistant Professor of Pharmacy Practice  
*B.S., Albany College of Pharmacy*  
*Pharm.D., Shenandoah University*

**\*\*Francisco Plata**

Assistant Professor of Modern Languages and Cultures  
*B.A., Universidad de Granada, Spain*  
*M.A., New Mexico State University*  
*Ph.D., University of Texas at Austin*

**Alan F. Pogroszewski**

Assistant Professor of Sport Management  
*A.S., Monroe Community College*  
*B.S., State University of New York at Fredonia*  
*M.B.A., Rochester Institute of Technology*  
*M.S., St. John Fisher College*

**Theresa Pulos**

Visiting Assistant Professor of Executive Leadership  
*B.S., State University of New York at Brockport*  
*M.S., State University of New York at Geneseo*  
*Ed.D., St. John Fisher College*

**Thomas Proietti**

Resident Scholar in Media  
*B.A., St. John Fisher College*  
*M.A., Syracuse University*

**Dawn R. Rager**

Associate Professor of Psychology  
*B.A., Ph.D., State University of New York at Albany*

**Whitney H. Rapp**

Associate Professor of Education  
*B.A., State University of New York at Potsdam*  
*M.A., Ph.D., Michigan State University*

**Susan A. Read**

Visiting Assistant Professor of Nursing  
*A.A.S., State University of New York at Morrisville*  
*B.S., M.S., State University of New York Institute of Technology*

**Diane Reed**

Program Director and Associate Professor of Educational Administration  
*B.A., Roberts Wesleyan College*  
*M.A., Ed.D., University of Rochester*

**Wesley Renfro**

Assistant Professor of Political Science  
*B.A., Heidelberg University*  
*M.A., Ph.D., University of Connecticut*

**Bernard Paul Ricca**

Associate Professor of Mathematics  
*B.A., B.S., University of Dallas*  
*M.S., University of Chicago*  
*Ph.D., University of Michigan*

**Mark Rice**

Professor of American Studies

*B.A., University of Washington*  
*M.A., Bowling Green State University*  
*Ph.D., University of Hawaii at Manoa*

**Robert H. Rice, Jr.**

Assistant Professor of Mental Health Counseling  
*B.A., M.S., Ph.D., University of Rochester*

**Michael Robinson**

Visiting Assistant Professor of Executive Leadership at the College of New Rochelle campus  
*B.A., West Virginia Wesleyan*  
*M.Ed., Florida Atlantic University*  
*Ed.D., St John Fisher College*

**Barbara Rockell**

Associate Professor of Sociology  
*B.A., M.A., Ph.D., State University of New York at Albany*

**Marta B. Rodríguez-Galán**

Assistant Professor of Sociology  
*B.A., University of Oviedo, Spain*  
*M.A., University of Rhode Island*  
*Ph.D., Northeastern University*

**Tammy C. Roman**

Visiting Assistant Professor of Nursing  
*A.A., Barton County Community College*  
*B.S.N., Arizona State University*  
*M.S.N., University of Phoenix*  
*Ed.D., University of Rochester*

**Jack Rosenberry**

Associate Professor of Communication/Journalism  
*B.S., M.A., Syracuse University*  
*Ph.D., University at Buffalo, The State University of New York*

**Jennifer C. Rossi**

Associate Professor of American Studies  
*B.A., State University of New York at Geneseo*  
*M.A., University of North Carolina at Charlotte*  
*Ph.D., University at Buffalo, The State University of New York*

**Arien Rozelle**

Visiting Assistant Professor of Media and Communications  
*B.S., State University of New York at Fredonia*  
*M.S., New York University*

**Tara Sacco**

Visiting Assistant Professor of Nursing  
*B.S., Hartwick College*

**\*Jana Sacks**

Assistant Professor of Finance  
*B.S., University of Economics, Prague, CZ*  
*Ph.D., The New School, New York*

**Ramil E. Sapinoro**

Assistant Professor of Pharmacy  
*B.S., Pacific University*  
*M.S., Ph.D., University of Rochester*

**Jeremy Sarachan**

Associate Professor of Communication/Journalism  
*B.A., Certificate of Management Studies, University of Rochester*

*M.S., Rochester Institute of Technology*

**Hemant C. Sashittal**

Professor of Management  
*B.Com., M.S., Bombay University*  
*Ph.D., Syracuse University*

**Michele L. Saul**

Visiting Assistant Professor of Biology  
*B.S., Elizabethtown College*  
*M.S., Ph.D., University of Rochester*

**Kathleen Savage**

Assistant Professor of Biology  
*B.S., Framingham State College*  
*M.S., University of Massachusetts*  
*Ph.D., University at Buffalo, State University of New York*

**Linda Kramer Schlosser**

Associate Professor of Education  
*B.A., University of Florida*  
*M.Ed., University of North Florida*  
*Ph.D., University of Florida*

**Susan M. Schultz**

Associate Professor of Education  
*B.S., M.S., University at Buffalo, The State University of New York*  
*Ed.D., University of Rochester*

**James E. Schwartz**

Professor of Education  
*B.S., M.S., State University of New York at Geneseo*  
*Ph.D., University at Buffalo, The State University of New York*

**Anne Schweighardt**

Assistant Professor of Pharmacy Practice  
*A.S., Salt Lake Community College*  
*Pharm.D., University of Utah*

**Krista Canary Scorsone**

Visiting Assistant Professor of Nursing  
*B.S., University of Tampa*  
*B.S.N., M.S., University of Rochester*

**Ronen Shay**

Visiting Assistant Professor of Media and Communication  
*B.A., University of Toronto*  
*M.A., University of Amsterdam*  
*Ph.D., University of Florida*

**Ronald C. Sicker**

Visiting Instructor of Management  
*B.S., Ohio State University*  
*M.B.A., John Carroll University*

**Robert Siebert**

Visiting Assistant Professor of Executive Leadership (CNR)  
*B.A., College of Holy Cross*  
*M.A., Fairfield University*  
*Ed.D., Fordham University*

**Wendi Jewell Sierra**

Assistant Professor of English  
*B.A., M.A., University of Oklahoma*

*Ph.D., North Carolina State University*

**Jebaroja Singh**

Visiting Assistant Professor of Sociology  
*B.A., Women's Christian College, Chennai, India*  
*M.A., M.Phil., Madras Christian College, Chennai, India*  
*Ph.D., Rutgers, State University of New Jersey*

**Judianne C. Slish**

Associate Professor of Pharmacy  
*A.A.S., Monroe Community College*  
*B.S., Pharm.D., State University of New York at Buffalo*

**Arlette Miller Smith**

Associate Professor of English  
*B.A., Tougaloo College*  
*M.A., Michigan State University*  
*Ph.D., University at Buffalo, The State University of New York*

**\*Charlene M. Smith**

Professor of Nursing  
*A.A.S., Monroe Community College*  
*B.S., Nazareth College*  
*M.S.Ed., State University of New York at Brockport*  
*M.S., D.N.S., University at Buffalo, The State University of New York*

**Clair Alexander Smith**

Assistant Professor of Economics  
*B.A., Grove City College*  
*J.D., George Mason University School of Law*  
*M.A., Ph.D., George Mason University*

**Todd M. Sodano**

Associate Professor of Communication/Journalism  
*B.S., Cornell University*  
*M.A., Ph.D., Syracuse University*

**Anand Sridhar**

Assistant Professor of Pharmacy  
*B.S., Mumbai University, India*  
*Ph.D., University of Mississippi*

**Edward J. Stendardi**

Professor of Management  
*B.A., State University of New York at Cortland*  
*M.A., M.B.A., State University of New York at Albany*  
*C.F.P., A.A.M.S., C.M.F.C., State of New York*

**Jill Swiencicki**

Associate Professor of English  
*B.A., Mount Holyoke College*  
*M.A., Syracuse University*  
*Ph.D., Miami University*

**Melanie R. Symoniak**

Assistant Professor of Pharmacy  
*Pharm.D., University of Pittsburgh*

**Ryan Thibodeau**

Associate Professor of Psychology  
*B.A., University of Southern Maine*  
*M.S., Ph.D., Syracuse University*

**Patricia E. Tweet**

Assistant Professor of Sociology  
*B.A., M.A., University of California at Berkeley*  
*Ph.D., University at Buffalo, The State University of New York*

**Thomas Tyson**

Professor of Accounting  
*B.A., Northwestern University*  
*M.B.A., New Mexico State University*  
*M.Ed., University of Pittsburgh*  
*Ph.D., Georgia State University*

**Deborah Uman**

Associate Professor of English  
*B.A., Yale University*  
*M.A., Ph.D., University of Colorado at Boulder*

**Carolyn S. Vacca**

Associate Professor of History  
*B.A., Syracuse University*  
*M.L.S., State University of New York at Geneseo*  
*M.A., State University of New York at Brockport*  
*Ph.D., University of Rochester*

**Stephen J. Valone**

Professor of History  
*B.A., Hamilton College*  
*Ph.D., University of Rochester*

**Deborah L. Vanderbilt**

Professor of English  
*B.A., Calvin College*  
*M.A., Ph.D., University of Wisconsin, Madison*

**Derek E. Vanderlinde**

Visiting Instructor of Management  
*B.A., M.B.A., Columbia College*

**Kimberly VanDerLinden**

Visiting Assistant Professor of Education (OCC)  
*B.A., Nazareth College*  
*M.Ed., Pennsylvania State University*  
*Ph.D., Michigan State University*

**Lauren Ann Vicker**

Professor of Communication/Journalism  
*B.A., Pennsylvania State University*  
*M.S., Ph.D., University of Pittsburgh*

**Pao Vue**

Assistant Professor of Sociology  
*B.S., University of Wisconsin—La Crosse*  
*Ph.D., University of Minnesota—Twin Cities*

**William S. Waddell Jr.**

Professor of English  
*B.A., Amherst College*  
*Ph.D., University of North Carolina at Chapel Hill*

**W. Jeff Wallis**

Visiting Assistant Professor of Executive Leadership (CNR)  
*B.F.A., University of Utah*  
*M.A., Columbia University*  
*Ed.D., Seton Hall University*

**Cara Welch**

Assistant Professor of Modern Languages and Cultures  
*B.A., Whitman College*  
*M.A., Ph.D., University of Virginia*

**Stephen J. West**

Writer in Residence  
*B.A., State University of New York at Geneseo*  
*M.A., M.F.A., University of Iowa*

**Theresa Westbay**

Associate Professor of Biology  
*B.A., St. John Fisher College*  
*M.S., Ph.D., University of Rochester*

**David E. White**

Associate Professor of Philosophy  
*B.A., Colgate University*  
*M.A., Ph.D., Cornell University*

**Nancy Wilk**

Associate Professor of Nursing  
*A.A.S., Monroe Community College*  
*B.S., M.S., University of Rochester*  
*D.N.S., University at Buffalo, The State University of New York*

**Karl G. Williams**

Professor of Pharmacy  
*B.S., State University of New York at Buffalo*  
*M.S., University of Rochester*  
*J.D., University of Kentucky College of Law*  
*LL.M., Syracuse University College of Law*

**Erik Winarski**

Assistant Professor of Mathematics  
*A.S., Finger Lakes Community College*  
*B.S., State University of New York at Plattsburgh*  
*Ph.D., Indiana University*

**Patricia L. Wollan**

Assistant Professor of Finance  
*B.Sc., York University, York, England*  
*M.B.A., Old Dominion University*  
*Ph.D., Pennsylvania State University*

**Matthew D. Zak**

Assistant Professor of Pharmacy Practice and Administration  
*Pharm.D., State University of New York at Buffalo*

**Fang Zhao**

Professor of Pharmaceutical Sciences  
*B.A., Ph.D., University of Kansas*

**Mel F. Zuberi**

Assistant Professor of Management/Marketing  
*B.S., Indian Railway Institute of Mechanical & Electrical Engineering, Jamalpur, India*  
*M.B.A., Vanderbilt University*  
*Ph.D., University of North Texas*

**Emeriti**

**Pasquale J. Arpaia**

Professor of Mathematics  
*B.S., St. John's University*  
*Ph.D., Adelphi University*

**John D. Blanton**

Professor of Mathematics  
*B.A., M.S., Ph.L., S.T.L., St. Louis University*  
*Ph.D., University of Illinois*

**G. Thomas Crombach**

Associate Professor of Biology  
*B.A., St. John Fisher College*  
*M.S., Catholic University of America*  
*D.A., Idaho State University*

**Erwin Delano**

Professor of Physics  
*B.S., Yale University*  
*M.S., Ph.D., University of Rochester*

**Robert J. DuPlessis**

Professor of Accounting  
*B.S., University of Rochester*  
*C.P.A., State of New York*

**Margaret V. Ekstrom**

Professor of Modern Languages and Cultures  
*B.A., M.A., New York University*  
*Ph.D., Indiana University*

**Carol Freeman**

Professor of Mathematics/Science/Technology Integration  
*B.S., M.S., Ph.D., Saint Louis University*

**John Halligan**

Professor of Religious Studies

**Clarence G. Heininger Jr.**

Professor of Chemistry  
*B.S., Villanova University*  
*Ph.D., University of Rochester*

**Leo A. Hetzler, C.S.B.**

Professor of English  
*B.A., M.A., University of Toronto*  
*Ph.D., Cornell University*

**Richard S. Hillman**

Professor of Political Science and Vere C. Bird Senior Professor of International Studies  
*B.A., Bates College*  
*Diploma, Universidad de Madrid*  
*Ph.D., New York University*

**H. Wendell Howard**

Professor of English  
*B.A., DePauw University*  
*M.A., Stanford University*  
*Diploma in Voice, Juilliard School of Music*  
*Ph.D., University of Minnesota*

**Selim Ilter**

Professor of Management  
*B.S., M.S., Robert College,*  
*M.B.A., University of Notre Dame*  
*Ph.D., Georgia State University*

**Leo J. Klem, C.S.B.**



Professor of Modern Languages and Cultures  
*B.A., M.A., University of Toronto*  
*Ph.D., Laval University*

**Nathan R. Kollar**

Professor of Religious Studies  
*B.A., St. Bonaventure College*  
*S.T.B., San Alberto (Lateran), Rome*  
*M.A., University of Notre Dame*  
*S.T.L., S.T.D., Catholic University of America*

**Walter LaCentra**

Associate Professor of Philosophy  
*B.A., M.A., Ph.D., St. John's University*

**Judiana Lawrence**

Associate Professor of English  
*B.A., University of the Witwatersrand*  
*M.A., Ph.D., University of Rochester*

**Robert J. McLaughlin**

Professor of Philosophy  
*B.A., M.A., Ph.D., University of Toronto*

**Terrill J. May**

Associate Professor of Modern Languages and Cultures (German),  
Coordinator of Foreign Study Programs, Fulbright Program Advisor  
*B.A., Occidental College*  
*M.A., Ph.D., Cornell University*

**Joseph Polizzi**

Professor of Sociology  
*B.S., St. John Fisher College*  
*M.A., Fordham University*  
*Ph.D., Cornell University*

**Larry D. Pound**

Associate Professor of Education  
*B.A., Ottawa University (Kansas)*  
*M.S., Ph.D., Kansas State University*

**John D. Rhoades**

Professor of Anthropology  
*B.A., University of California at Los Angeles*  
*M.A., California State University at Los Angeles*  
*Ph.D., Syracuse University*

**John T. Roche**

Associate Professor of Economics  
*B.A., State University of New York at Albany*  
*M.A., Ph.D., University of Massachusetts*

**David A. Sanders**

Professor of English  
*B.A., Brown University*  
*Ph.D., Cornell University*

**Leslie Schwartz**

Professor of Chemistry  
*B.A., University of Rochester*  
*Ph.D., Cornell University*

**James E. Seward**

Associate Professor of Communication/Journalism

*B.A., University at Buffalo, The State University of New York*  
*M.A., Ph.D., Ohio State University*

**Tam Spitzer**

Associate Professor of Psychology and Teacher Education  
*B.S., M.S., Ph.D., University of Pittsburgh*

**William J. Sullivan**

Associate Professor of Religious Studies  
*B.A., M.A., St. Paul College*  
*S.T.L., S.T.D., Institut Catholique*  
*Certification of Completion in Theology and German, Institut Oecumenique and Goethe Institute*

**Carol Torsone**

Associate Professor, MST/CS/MATH  
*B.A., University at Buffalo, The State University of New York*  
*M.S., Rochester Institute of Technology*

**Roman Tratch**

Associate Professor of Psychology  
*Psychology Licence, University of Louvain (Belgium)*  
*B.S.W., University of Toronto*  
*Ph.D., Ukrainian Free University*

**Joseph V. Versage**

Associate Professor of Sociology  
*B.A., Niagara University*  
*M.A., Columbia University*

**Michael R. Walczak**

Associate Professor of Chemistry  
*B.A., University of Minnesota at Duluth*  
*Ph.D., University of Illinois*

**Edward N. Weber**

Associate Professor of Chemistry  
*B.S., M.A., M.S., Canisius College*

**Melvin J. Wentland**

Professor of Biology  
*B.S., M.S., Marquette University*  
*Ph.D., University of Wisconsin*

**Gerald Wildenberg**

Associate Professor of Mathematics and Computer Science  
*B.A., C.W. Post College*  
*M.S., Adelphi University*  
*M.S., Rensselaer Polytechnic Institute*  
*Ph.D., Clark University*

**Senior Part-Time**

**David Cascino**

Adjunct Instructor of Management  
*B.S., M.B.A., St. John Fisher College*

**Albert Cylwicki, C.S.B.**

Adjunct Instructor of Mathematics  
*B.S., Assumption College*  
*M.A., University of Detroit*

**Maria Gonzalez-Smith**

Special Lecturer in Political Science  
*Licentiate in International Studies, Central University of Venezuela*

**Kevin L. Maier**

Special Lecturer in Accounting  
*B.S., St. John Fisher College*  
*C.P.A., State of New York*

**Mariana Rhoades**

Special Lecturer in Chemistry  
*B.A., California State University, Los Angeles*  
*B.S., Empire State College*  
*M.S., University of Rochester*

**Ronald A. Schoeneberger**

Special Lecturer in Management  
*B.A., St. John Fisher College*  
*J.D., Georgetown University*

**Bruce Toder**

Adjunct Instructor of Computer Science  
*B.A., Ph.D., University of Pennsylvania*

**Edward A. Wurtz**

Special Lecturer in Political Science  
*B.A., St. John Fisher College*  
*J.D., Albany Law School*

**Library****Nancy M. Greco**

Instruction and Archives Librarian  
*B.A., State University of New York at Geneseo*  
*M.L.S., University at Buffalo, The State University of New York*

**Benjamin Hockenberry**

Systems Librarian  
*B.A., State University of New York at Geneseo*  
*M.L.S., University at Buffalo, The State University of New York*

**Melissa Jadlos**

Library Director  
*B.A., University of Pittsburgh*  
*M.L.I.S., University of Pittsburgh*

**Micquel Little**

Access Services Librarian  
*B.A., Marywood University*  
*M.L.S., University of Kentucky*

**Michelle Price**

Outreach and Special Collections Librarian  
*B.A., Siena College*  
*M.L.S., University at Buffalo, The State University of New York*  
*M.A., Southeast Missouri State University*

**Kate Ross**

Head of Technical Services and Acquisitions Librarian  
*B.A., State University of New York, College at Oneonta*  
*M.A., M.L.S., University at Buffalo, The State University of New York*

**Kathleen M. Sigler**

Education Librarian  
*B.A., College Misericordia*  
*M.L.S./S.L.M.S., University at Buffalo, The State University of New York*

**Marianne Simmons**

Head of Reference and Serials  
B.S., Syracuse University  
M.S., Cornell University  
M.L.S., University at Buffalo, The State University of New York

**Note:** Junior part-time faculty who have not taught three successive years at St. John Fisher College are not listed in the catalog.

## Hours of Operation and Accreditations

Administrative offices are generally open 8:30 a.m.–4:30 p.m., Monday through Friday. Phone ahead to verify business hours.

Academic Affairs	(585) 385-8034
Student Accounts	(585) 385-8061
Financial Aid	(585) 385-8042
Graduate Admissions	(585) 385-8161
Registrar	(585) 385-8015

## Accreditations and Memberships

St. John Fisher College is incorporated under the authority of the Board of Regents of the University of the State of New York and is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. (267-284-5000) The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

### Program Accreditations:

The Ralph C. Wilson, Jr. School of Education's teacher education program is accredited by the **National Council for Accreditation of Teacher Education (NCATE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The School of Business is accredited by **AACSB International - The Association to Advance Collegiate Schools of Business**, a specialized accrediting agency recognized by the Council for Higher Education Accreditation.

The Wegmans School of Nursing is accredited by **The Commission on Collegiate Nursing Education (CCNE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education. The Mental Health Counseling program is accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Accreditation of the Bachelor of Science (B.S.) in nursing and the Master of Science (M.S.) in nursing programs is granted by the Commission on Collegiate Nursing Education (CCNE) and is effective through June 30, 2025. Accreditation of the Doctor of Nursing Practice program is granted by the Commission on Collegiate Nursing Education (CCNE) and is effective through June 30, 2025. Information is provided to the CCNE on an annual basis.

CCNE may be contacted as a resource for information regarding the St. John Fisher College Nursing programs.

### Commission on Collegiate Nursing Education

One Dupont Circle, NW, Suite 530  
Washington, DC 20036-1120  
202-887-6791  
[www.aacn.nche.edu](http://www.aacn.nche.edu)

The School is also accredited by the New York State Education Department.

The Wegmans School of Pharmacy is accredited by the **Accreditation Council for Pharmacy Education (ACPE)**, a specialized accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

St. John Fisher College is included on the list of colleges and universities approved by the **American Chemical Society**.

## Disclaimer Statement

The St. John Fisher College *Graduate Catalog* does not constitute a contract between the College and its students on either a collective or an individual basis.

**Note:** *The information contained in this 2015-2016 Graduate Catalog is effective as of August 2015. Most courses listed in this bulletin are scheduled to be offered annually. The College reserves the right to make such changes as it deems necessary in its academic regulations, course offerings, staff, and financial policies without notice.*

St. John Fisher College admits students without regard to race, creed, gender, nationality, ethnic origin, sexual orientation, age, or disability.

## Degrees and Certificates

All programs are approved and registered by the New York State Education Department. St. John Fisher College is empowered by the Board of Regents of the State of New York to offer courses leading to and to grant the degrees of Master of Business Administration (M.B.A.), Master of Science (M.S.), Master of Science in Education (M.S.Ed.), and Doctor of Nursing Practice (D.N.P.), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.) and Advanced Certificates. The College presently offers the following degree and certificate programs:

Award	HEGIS Code*
MBA	0506
M.S.: Primary Care Family Nurse Practitioner	1203.10
M.S.: Adult/Gerontology Acute Care Nurse Practitioner	1203.10
M.S.: Adult/Gerontology Primary Care Nurse Practitioner	1203.10
M.S.: Psych/Mental Health Nurse Practitioner	1203.10
M.S.: Adult/Gerontology Clinical Nurse Specialist	1203.10
M.S.: Literacy Education	0830
M.S.: Mathematics/Science/Technology Education	0899
M.S.: Mental Health Counseling	2104
M.S.: Special Education	0808
M.S.Ed.: Building and School District Educational Leadership	0827
DNP: Advanced Practice Nursing	1203.10
DNP.: Primary Care Family Nurse Practitioner	1203.10
DNP: Adult/Gerontology Acute Care Nurse Practitioner	1203.10
DNP: Adult/Gerontology Primary Care Nurse Practitioner	1203.10
DNP: Psych/Mental Health Nurse Practitioner	1203.10
DNP: Adult/Gerontology Clinical Nurse Specialist	1203.10
Ed.D.: Executive Leadership	0899
Pharm.D.: Pharmacy	1211
Advanced Certificate: Primary Care Family Nurse Practitioner	1203.10
Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner	1203.10
Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner	1203.10
Advanced Certificate: Psych/Mental Health Nurse Practitioner	1203.10
Advanced Certificate: Adult/Gerontology Clinical Nurse Specialist	1203.10

Advanced Certificate: Mental Health Counseling	2104
Advanced Certificate: Special Education: Adolescence	0808
Advanced Certificate: Special Education: Childhood	0808

*\*Regulations of the Commissioner of Education of the State of New York require the listing of code numbers. (These do not alter in any way the character of programs, nor do they reflect on the priority or academic demands of programs.) Regulations also require a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. All programs listed are registered as required by law.*

## Fall 2015 - Full Term

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

### Fall 2015 Academic Calendar - Full Term

**September 8 - December 19, 2015**

#### September

**5 Sat.**

Residence Halls open for new students at their assigned time.

**7 Mon.**

Labor Day. Residence Halls open at 8:00 a.m. for returning students.

**8 Tues.**

Classes begin at 8:00 a.m. In-person registration begins for Interinstitutional (RAC) students.

**12 Sat.**

Full-term Saturday classes begin.

**14 Mon.**

Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**15 Tues.**

All late registration activity requires approval of the instructor. Completion of the Late Course Add form is required.

**21 Mon.**

Last Day to add a 3-credit Internship or Independent Study.

**22 Tues.**

All late registration activity requires approval of the instructor and School Dean. Completion of the Late Course Add form is required.

**25 Fri.**

Last day to remove Summer Incomplete grades.

**28 Mon.**

S/U sign-up begins and continues through Friday, October 2nd.

**29 Tues.**

All late registration activity requires approval of the instructor, School Dean and the Undergraduate Committee on Academic Standing. Completion of the Late Course Add form is required.

**29 Tues.**

Last day to notify instructors if classes are to be missed because of required religious observances.

## **October**

**2 Fri.**

Last day to sign up to take a course S/U or change between audit and credit.

**5 Mon.**

Last day to withdraw without academic record.

**6 Tues.**

"W" grades begin.

**12 Mon.**

Last day to add a 2-credit Internship or Independent Study.

**16 Fri.**

Recess Day. No classes. Residence Halls open with food service. Students with off-campus responsibilities, such as student teaching, clinicals, internships, practicums, etc., are still required to meet these obligations.

**17 Sat.**

Saturday classes meet as scheduled.

**23 Fri.**

Freshman mid-semester grades due.

**26 Mon.**

Last day to add a 1-credit Internship or Independent Study.

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## **November**

**9 Mon.**

Last day to withdraw with a "W." Fish 'R' Net withdrawal activity ends at midnight. Withdrawal after this date results in an "F."

**16-20 Mon.-Fri.**

Course registration for Spring by assigned times.

**24 Tues.**

Classes end at 5:55 p.m. Thanksgiving break begins. Residence Halls close at 6:00 p.m.

**29 Sun.**

Residence Halls re-open at 8:00 a.m.

**30 Mon.**

Thanksgiving Break ends. Classes resume at 8:00 a.m.

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## **December**

**12 Sat.**

Full-term Saturday classes meet with final exams held on December 19th.

**14 Mon.**

Final examinations begin.

**19 Sat.**

Final examinations end after last exam. Residence Halls close at 6:00 p.m.

**21 Mon.**

Final grades due at noon.

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## **January 2016**

**29 Fri.**

Last day to remove Fall Incomplete grades.

[Refund Policy and Billing Information](#)

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## Fall 2015 - Weekend College

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

### Fall 2015 Academic Calendar - Weekend College

**First Weekend Session (September 11 - October 24, 2015)**

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#### September

**11 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**11-12 Fri.-Sat.**

First Weekend class meeting.

**12 Sat.**

All late registration activity requires approval of the instructor and School Dean.

**14 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**15 Tues.**

"W" grades begin.

**25 Fri.**

Last day to remove Summer Incomplete grades.

**25-26 Fri.-Sat**

Weekend classes meet.

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#### October

**2 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

**9-10 Fri.-Sat.**

Weekend classes meet.

**23-24 Fri.-Sat.**

Last Weekend class meeting.

**28 Wed.**

Final Grades Due at Noon.

#### January 2016

**29 Fri.**

Last day to remove Fall Incomplete grades.



## Second Weekend Session (November 6 - December 12, 2015)

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### November

**6 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**6-7 Fri.-Sat.**

First Weekend class meeting.

**7 Sat.**

All late registration activity requires the approval of the instructor and school dean.

**9 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**10 Tues.**

"W" grades begin.

**20-21 Fri.-Sat.**

Weekend classes meet.

**26 Thurs.**

Thanksgiving.

**27 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

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### December

**4-5 Fri.-Sat**

Weekend classes meet. (*Back to back weekends.*)

**11-12 Fri.-Sat.**

Last Weekend class meeting. (*Back to back weekends.*)

**21 Mon.**

Final Grades Due at Noon.

### January 2016

**29 Fri.**

Last day to remove Fall Incomplete grades.

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## Spring 2016 - Full Term

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

### Spring 2016 Academic Calendar - Full Term

**January 14 - April 30, 2016**

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### January

**13 Wed.**

Residence Halls open at 8:00 a.m.

**14 Thurs.**

Classes begin at 8:00 a.m. In-person registration begins for Inter-institutional (RAC) students.

**16 Sat.**

Full Term Saturday classes begin.

**18 Mon.**

Martin Luther King, Jr. Day. All classes meet but faculty are encouraged to take their classes to the MLK Day celebration and/or excuse students who want to attend.

**20 Wed.**

Fish 'R' Net registration/add activity ends at Midnight; withdrawal activity remains open.

**21 Thurs.**

All late registration activity requires approval of the instructor. Completion of the Late Course Add form is required.

**29 Fri.**

Last day to remove Fall Incomplete grades.

**25-29 Mon. - Fri.**

S/U sign-up begins and continues through Fri., Jan. 29.

**27 Wed.**

Last day to add a 3-credit Internship or Independent Study. Last day to notify instructors if classes are to be missed because of required religious observances.

**28 Thurs.**

All late registration activity requires approval of the instructor and School Dean. Completion of the Late Course Add form is required.

**29 Fri.**

Last day to sign up to take a course S/U or change between audit and credit.

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**February**

**3 Wed.**

All late registration activity requires approval of the instructor, School Dean and the Committee on Academic Standing. Completion of the Late Course Add form is required.

**10 Wed.**

Last day to withdraw without academic record.

**11 Thurs.**

"W" grades begin.

**17 Wed.**

Last day to add a 2-credit Internship or Independent Study.

**26 Fri.**

Freshmen mid-semester grades due.

**27 Sat.**

Saturday and Weekend First Session classes meet. Spring Break begins after last class.

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**March**

**Feb. 28- Mar. 6 Sun. - Sun.**

Spring Break. No Classes.

**6 Sun.**

Residence Halls open at 8:00 a.m.

**7 Mon.**

Classes resume at 8:00 a.m.

**9 Wed.**

Last day to add a 1-credit Internship or Independent Study.

**23 Wed.**

Last day to withdraw with a "W." Fish 'R' Net withdrawal activity ends at midnight. Withdrawal after this date results in a grade of "F."

**23 Wed.**

Classes end for Easter Break after last class.

**24-28 Thu. - Mon at 11:15 a.m.**

Easter Break.

**27 Sun.**

Residence Halls open at 8:00a.m.

**28 Mon.**

Classes resume at 11:15 a.m. Students with off campus responsibilities, such as student teaching, clinicals, internships, practicums, etc., are still required to meet those obligations.

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## **April**

**11 Mon.**

Summer registration.

**12 - 15 Tues. - Fri**

Course registration for Summer and Fall by assigned times.

**23 Sat.**

Saturday classes meet with final examinations held on Sat., Apr. 30th.

**25 Mon.**

Final examinations begin.

**30 Sat.**

Final examinations end after last exam. Residence Halls close at 6:00 p.m.

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## **May**

**2 Mon.**

Final grades due at 12 noon.

**7 Sat.**

Commencement. Residence Halls close at 6:00 p.m. for graduating students.

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## **June**

**10 Fri.**

Last day to remove Spring Incomplete grades.

[Refund Policy and Billing Information](#)

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# **Spring 2016 - Weekend College**

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

## Spring 2016 Academic Calendar - Weekend College

### First Weekend Session (January 15 - February 27, 2016)

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#### January

**15 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**15-16 Fri.-Sat.**

First Weekend class meeting.

**16 Sat.**

All late registration activity requires approval of the instructor and School Dean.

**18 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**19 Tues.**

"W" grades begin.

**29 Fri.**

Last day to remove Fall Incomplete grades.

**29-30 Fri.-Sat.**

Weekend Classes meet.

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#### February

**5 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

**12-13 Fri.-Sat.**

Weekend Classes meet.

**26-27 Fri.-Sat.**

Last Weekend class meeting.

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#### March

**2 Wed.**

Final grades due at 12 noon.

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#### April

**11 Mon.**

Summer registration.

**12 - 15 Tues. - Fri.**

Course registration for Summer and Fall by assigned times.

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#### May 7 Sat.

Commencement

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## **June**

**10 Fri.**

Last day to remove Spring Incomplete grades.

## **Second Weekend Session (March 4 - April 16, 2016)**

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### **March**

**4 Fri.**

Last day to register or add a course. Fish 'R' Net registration and add activity ends at midnight; withdrawal activity remains open.

**4-5 Fri.-Sat.**

First Weekend class meeting.

**5 Sat.**

All late registration activity requires approval of the instructor and School Dean.

**7 Mon.**

Last day to change between audit and credit or sign up to take a course S/U or withdraw without academic record.

**8 Tues.**

"W" grades begin.

**18-19 Fri.-Sat.**

Weekend Classes meet.

**25 Fri.**

Last day to withdraw with a "W." Withdrawal activity on Fish 'R' Net ends. Withdrawal after this date results in an "F."

### **April**

**1-2 Fri.-Sat.**

Weekend Classes meet.

**11 Mon.**

Summer registration.

**12 - 15 Tues. - Fri.**

Course registration for Summer and Fall by assigned times.

**15-16 Fri.-Sat.**

Last Weekend class meeting.

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### **May**

**2 Mon.**

Final grades due at 12 noon.

**7 Sat.**

Commencement

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## **June**

**10 Fri.**

Last day to remove Spring Incomplete grades.

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# Pharmacy Calendar

**Note:** The academic year typically begins the Tuesday after Labor Day and ends with Commencement the Saturday of Mother's Day weekend in May. The number of weeks in each semester is determined by the Academic Calendar Committee and approved by the Faculty Assembly. The Committee assures that there are enough weeks in each semester so that each course on a typical schedule meets the New York State standard for 750 instructional/class minutes per credit hour or 2250 minutes for three credits.

## Fall 2015 Pharmacy Academic Calendar

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### August

**11 Mon. – 15 Fri.**

P1 Orientation (mandatory attendance).

**18 Mon.**

Classes begin.

**22 Fri.**

Last day to add/drop a course without a "W" on transcript.

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### September

**1 Mon.**

Off for Labor Day.

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### October

**14 Tues.**

Career Fair (mandatory attendance).

**28 Tues.**

P3 APPE Rotation Night (mandatory attendance for P3 students).

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### November

**24 Mon. - 28 Fri.**

Off for Thanksgiving Break.

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### December

**5 Fri.**

Classes end.

**8 Mon. - 12 Fri.**

Final exams.

**15 Mon.**

Grade submission day.

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## Spring 2016 Pharmacy Academic Calendar

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### January

**11 Sun.**

P1 White Coat Ceremony (mandatory attendance).

**12 Mon.**

Classes begin.

**16 Fri.**

Last day to add/drop a course without a "W" on transcript.

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## **March**

**21 Sat. - 29 Sun.**

Off for Spring Break.

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## **April**

**3 Fri. - 6 Mon.**

Off for Easter Break.

**13 Mon. - 17 Thur.**

P1 White Coat photograph (weather permitting).

**14 Tues.**

Day of Service for students and faculty; no classes.

**22 Fri.**

Block 8 of APPEs end.

**27 Mon. - May 8 (Fri.)**

P4 graduation; board and licensure preparation (P4s required to attend).

**28 Tues.**

Student awards and Teacher of the Year announcement.

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## **May**

**1 Fri.**

Classes end. P4 grade submissions due.

**4 Mon. - 8 Fri.**

Final exams.

**8 Fri.**

P4 Hooding and Awards Ceremony.

**9 Sat.**

Graduation day for Class of 2014!

**11 Mon.**

P1, P2, and P3 grade submission day.

**11 Mon. - 15 Fri.**

NY Part III Review; exact dates and times to be determined.

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## **APPE Rotation Schedule**

Time Frame	2015/2016 Rotation Dates	2016/2017 Rotation Dates
1	May 19 – June 27, 2014	May 18 – June 26, 2015
2	June 30 – August 8, 2014	June 29 – August 7, 2015
3	August 11 – September 1, 2014	August 10 – September 6, 2015
4	September 8 – September 22, 2014	September 7 – September 21, 2015
5	September 29 – October 13, 2014	September 28 – October 12, 2015
6	October 20 – October 31, 2014	October 19 – October 30, 2015
7	November 3 – November 17, 2014	November 2 – November 16, 2015
8	November 24 – December 8, 2014	November 23 – December 7, 2015
9	December 15 – December 29, 2014	December 14 – December 28, 2015
10	January 5 – January 19, 2015	January 4 – January 18, 2016
11	January 26 – February 9, 2015	January 25 – February 8, 2016
12	February 16 – February 27, 2015	February 15 – February 26, 2016
13	March 6 – March 20, 2015	March 5 – March 19, 2016
14	March 27 – April 10, 2015	March 26 – April 9, 2016
15	April 17 – April 30, 2015	April 24 – May 7, 2016
16	May 7 – May 21, 2015	May 14 – May 28, 2016
17	May 28 – June 11, 2015	May 31 – June 14, 2016
18	June 18 – July 2, 2015	June 7 – June 21, 2016
19	July 9 – July 23, 2015	June 14 – June 28, 2016
20	July 30 – August 13, 2015	June 21 – July 5, 2016
21	August 20 – August 31, 2015	June 28 – July 12, 2016
22	September 6 – September 20, 2015	July 5 – July 19, 2016
23	September 27 – October 11, 2015	July 12 – July 26, 2016
24	October 18 – October 31, 2015	July 19 – August 2, 2016
25	November 4 – November 18, 2015	July 26 – August 9, 2016
26	November 25 – December 9, 2015	August 2 – August 16, 2016
27	December 16 – December 30, 2015	August 9 – August 23, 2016
28	January 6 – January 20, 2016	August 16 – August 30, 2016
29	January 27 – February 10, 2016	August 23 – September 6, 2016
30	February 17 – February 28, 2016	August 30 – September 13, 2016
31	March 6 – March 20, 2016	September 6 – September 20, 2016
32	March 27 – April 10, 2016	September 13 – September 27, 2016
33	April 17 – April 30, 2016	September 20 – October 4, 2016
34	May 7 – May 21, 2016	September 27 – October 11, 2016
35	May 28 – June 11, 2016	October 4 – October 18, 2016
36	June 18 – July 2, 2016	October 11 – October 25, 2016
37	July 9 – July 23, 2016	October 18 – November 1, 2016
38	July 30 – August 13, 2016	October 25 – November 8, 2016
39	August 20 – August 31, 2016	November 1 – November 15, 2016
40	September 6 – September 20, 2016	November 8 – November 22, 2016
41	September 27 – October 11, 2016	November 15 – November 29, 2016
42	October 18 – October 31, 2016	November 22 – December 6, 2016
43	November 4 – November 18, 2016	November 29 – December 13, 2016
44	November 25 – December 9, 2016	December 6 – December 20, 2016
45	December 16 – December 30, 2016	December 13 – December 27, 2016
46	January 6 – January 20, 2017	December 20 – January 3, 2017
47	January 27 – February 10, 2017	December 27 – January 10, 2017
48	February 17 – February 28, 2017	January 3 – January 17, 2017
49	March 6 – March 20, 2017	January 10 – January 24, 2017
50	March 27 – April 10, 2017	January 17 – January 31, 2017
51	April 17 – April 30, 2017	January 24 – February 7, 2017
52	May 7 – May 21, 2017	January 31 – February 14, 2017
53	May 28 – June 11, 2017	February 7 – February 21, 2017
54	June 18 – July 2, 2017	February 14 – February 28, 2017
55	July 9 – July 23, 2017	February 21 – March 7, 2017
56	July 30 – August 13, 2017	February 28 – March 14, 2017
57	August 20 – August 31, 2017	March 7 – March 21, 2017
58	September 6 – September 20, 2017	March 14 – March 28, 2017
59	September 27 – October 11, 2017	March 21 – April 4, 2017
60	October 18 – October 31, 2017	March 28 – April 11, 2017
61	November 4 – November 18, 2017	April 4 – April 18, 2017
62	November 25 – December 9, 2017	April 11 – April 25, 2017
63	December 16 – December 30, 2017	April 18 – May 2, 2017
64	January 6 – January 20, 2018	April 25 – May 9, 2017
65	January 27 – February 10, 2018	May 2 – May 16, 2017
66	February 17 – February 28, 2018	May 9 – May 23, 2017
67	March 6 – March 20, 2018	May 16 – May 30, 2017
68	March 27 – April 10, 2018	May 23 – June 6, 2017
69	April 17 – April 30, 2018	May 30 – June 13, 2017
70	May 7 – May 21, 2018	June 6 – June 20, 2017
71	May 28 – June 11, 2018	June 13 – June 27, 2017
72	June 18 – July 2, 2018	June 20 – July 4, 2017
73	July 9 – July 23, 2018	June 27 – July 11, 2017
74	July 30 – August 13, 2018	July 4 – July 18, 2017
75	August 20 – August 31, 2018	July 11 – July 25, 2017
76	September 6 – September 20, 2018	July 18 – August 1, 2017
77	September 27 – October 11, 2018	July 25 – August 8, 2017
78	October 18 – October 31, 2018	August 1 – August 15, 2017
79	November 4 – November 18, 2018	August 8 – August 22, 2017
80	November 25 – December 9, 2018	August 15 – August 29, 2017
81	December 16 – December 30, 2018	August 22 – September 5, 2017
82	January 6 – January 20, 2019	August 29 – September 12, 2017
83	January 27 – February 10, 2019	September 5 – September 19, 2017
84	February 17 – February 28, 2019	September 12 – September 26, 2017
85	March 6 – March 20, 2019	September 19 – October 3, 2017
86	March 27 – April 10, 2019	September 26 – October 10, 2017
87	April 17 – April 30, 2019	October 3 – October 17, 2017
88	May 7 – May 21, 2019	October 10 – October 24, 2017
89	May 28 – June 11, 2019	October 17 – October 31, 2017
90	June 18 – July 2, 2019	October 24 – November 7, 2017
91	July 9 – July 23, 2019	October 31 – November 14, 2017
92	July 30 – August 13, 2019	November 7 – November 21, 2017
93	August 20 – August 31, 2019	November 14 – November 28, 2017
94	September 6 – September 20, 2019	November 21 – December 5, 2017
95	September 27 – October 11, 2019	November 28 – December 12, 2017
96	October 18 – October 31, 2019	December 5 – December 19, 2017
97	November 4 – November 18, 2019	December 12 – December 26, 2017
98	November 25 – December 9, 2019	December 19 – January 2, 2018
99	December 16 – December 30, 2019	December 26 – January 9, 2018
100	January 6 – January 20, 2020	January 2 – January 16, 2018

3	August 11 – September 19, 2014	August 10 – September 18, 2015
4	September 22 – October 31, 2014	September 21 – October 30, 2015
5	November 3 – December 12, 2014	November 2 – December 11, 2015
6	December 15 – January 30, 2015 (7 weeks; allows 1 week off)	December 14 – January 29, 2016 (7 weeks; allows 1 week off)
7	February 2 – March 13, 2015	February 1 – March 11, 2016
8	March 16 – April 24, 2015	March 14 – April 22, 2016

## IPPE Rotation Schedule

Time Frame	IPPE II 2015 Rotation Dates	IPPE II 2016 Rotation Dates
A	May 19 – June 13, 2014	May 18 – June 12, 2015
B	June 16 – July 18, 2014 (includes one week for July 4th break at preceptor's discretion)	June 15 – July 17, 2015 (includes one week for July 4th break at preceptor's discretion)
C	July 21 – August 15, 2014	July 20 – August 14, 2015

## General Policies

### Attendance

It is expected that students will attend all classes and required class activities. The attendance policy for each course is provided by the instructor in the course syllabus.

### Change of Course (Drop/Add)

No change of course is permitted after the last date for such change as listed in the semester [academic calendar](#).

### Withdrawal From College

A student who withdraws from all courses in a semester is considered to have withdrawn from the College and must officially inform the Registrar's Office and leave all affairs in satisfactory condition. Failure to withdraw officially will result in the grades of "F," "U," or "FA" being assigned. Tuition and other appropriate charges will be fully assessed. This applies to students who withdraw from all courses even if they intend to return the next semester.

### Withdrawal for Students Called to Active Military Duty

Students called to active duty must provide the College with a copy of their military orders and follow these steps to withdraw from the College:

- Schedule an appointment with the school dean or department chair to discuss academic options. Depending on the point in the semester, the student may choose to withdraw without academic record or to take grades of "W" in all courses or to pursue grades of "I" in all courses.
- Schedule an appointment with Student Accounts to discuss the financial ramifications of the different academic options to determine which option will be the best choice financially. The student may be referred to the Financial Aid Office for additional discussion.
- Submit the completed [Withdrawal From College form](#).

If the student chooses to withdraw, it must be a full withdrawal; the student may not choose to remain in some courses and



withdraw from others. Residence hall room and board will be prorated in accordance with College policies. Failure to provide the military orders will result in normal withdrawal processing.

## Leave of Absence

A student who will be away from the college for more than two semesters should request a leave of absence.

To request a leave of absence, the student must submit the Leave of Absence form, available in the Registrar's Office, to the school dean. The request must specify the reason for requesting the leave, a time limit (not longer than two years), and an outline of how the student plans to complete the program requirements upon return. The dean, in consultation with the program director, will review the student's request. The student will be notified in writing of the decision.

An approved leave of absence does not automatically extend the student's time to degree completion beyond the standard 6 years from initial matriculation, and may also result in the need to repeat some previously completed coursework.

A student on leave who does not return at the end of a leave will be withdrawn from the College as of the date the leave began.

If enrollment has been discontinued for more than two semesters, but less than two years, a student must contact the Office of Graduate Admissions to complete a modified readmission process.

If enrollment has been discontinued for more than two years a student must repeat the full admissions process.

## Transfer Credits

A maximum of nine credits of appropriate graduate work completed at other institutions in accredited graduate programs may be considered for transfer into a master's degree program. The credits must have been completed with a grade of "B" or higher and be appropriate to the program of study at Fisher.

For courses taken prior to admission, students should submit the Transfer Credit Request form including the course description to the Office of Graduate Admissions with an official transcript.

For courses taken after admission, matriculated students must submit the Transfer Credit Request form to the program director with the course description prior to registering for off-campus study.

Determination of appropriateness for transfer credit will be made at the sole discretion of the program director. Grades earned in courses transferred from other institutions do not affect the Fisher grade point average.

For coursework taken as quarter-hours, students receive credit for two-thirds of the total hours earned.

## Independent Study

Independent study plays a valuable educational role in the graduate curriculum. The quality and quantity of academic endeavor expected of a student in an independent study course project must be equivalent to expectations in the regular class setting.

For each credit hour of independent study, a minimum of 45 clock hours, in combination with meetings between the instructor and student as well as any supplementary assignments, readings, and/or research conducted by the student, is required. An independent study may not duplicate the content of a regularly offered course.

To enroll in an independent study course:

- The student must prepare a written proposal and submit it to the appropriate faculty member and/or program director. The proposal must include the intent of the independent study course project, including goals, content, and mode of assessment.
- The student must complete the Independent Study/Individualized Instruction Authorization form, provide all documentation, and obtain all required signatures.
- If the independent study course project is approved by the graduate program director and the dean, the registrar will process the form and return a copy to the student.
- Work on the independent study course project should not begin until the approvals are confirmed, the paperwork is processed, and the course appears on the instructor's class listing in **Fish 'R' Net**.

After the paperwork is processed, the student will carry out the independent study course project, maintaining regular contact with the instructor as the work proceeds.

**Note:** *Requests for independent study courses will be processed in keeping with the relevant registration deadlines. Independent study courses are open only to matriculated students.*

## Tutorial Courses

Courses taught as tutorial courses are individualized instruction in the content of a course listed in the college catalog. These courses, though taught independently, carry the subject, number, title, and credits of the actual course.

Tutorial courses are offered only under unusual circumstances when a student is unable to register for the course during its regular offering cycle. The Dean's approval of a tutorial course is required and dependent on suitable justification of its necessity and the availability of an instructor to undertake the course.

To enroll in a tutorial course:

- The student meets with the instructor who offers the requested course to discuss the possibility of a tutorial and the justification.
- After securing the approval of the instructor, the student completes the individualized instruction portion of the Independent Study/Individualized Instruction Authorization form, provides all documentation, and obtains all required signatures.
- The student then meets with the graduate program director to discuss the requested tutorial course and the justification.
- If the request is approved by the graduate program director and the dean, a request to create the course in Banner for the specified semester will be sent to the Registrar's Office. This notification must contain the course information, instructor, name of the student, and the justification.
- The course will be created in Banner and will require permission for registration. The Registrar's Office will enter the permission override for the student and notify the student by email to register for the course.
- Work on the tutorial course project should not begin until the approvals are confirmed, the paperwork is processed, the student registers for the course, and the course appears on the instructor's class listing in **Fish 'R' Net**.
- After registration, the student will begin the tutorial course, maintaining regular contact with the instructor as the work proceeds.

## Institutional Review Board

Students who are learning about and using the research process in courses or projects should understand and appropriately use Institutional Review Board (IRB) policies and procedures. The function of the IRB is to safeguard the rights and welfare of individual research participants. The three levels of review—exempt, expedited, and full—are determined based on the amount of risk to human subjects involved in the activity.

According to the IRB guidelines, "activities within the scope of the IRB's activities include research, development and related activities which would normally be construed as biological, behavioral, or psychological investigations involving human subjects." The Fisher IRB committee has developed guidelines for faculty and students as they determine the need and extent of IRB review. Research is defined as an activity that involves data collection from human subjects, along with the analysis and reporting of that analysis.

The three levels of review are:

- *Exempt Review*(least risk): Relates to those situations in which data collection is an in-class activity, including those courses in which students are learning about the research process. This activity could be given exempt status, which involves a simple form and notification to the committee that this activity is taking place.
- *Expedited Review*(low risk): If the data collection activity is related to a course assignment, including master's projects, and involves the participation of off-campus personnel, it is often deemed an expedited review as it involves a review of the instruments used, a consent form, and the completion of another form which records that this activity is being conducted under the auspices of St. John Fisher College. Expedited review does not require a full review by the entire committee and can be done quickly. Students can begin the implementation of data collection within a few weeks after submission of the research proposal.
- *Full Review*(risk to subjects/participants is inherent in the design): This level of research and data collection activity requires a presentation to the IRB by the student and a full committee review for the purpose of protecting human subjects participating in the activity.

Students work collaboratively with faculty to determine the need for IRB review. Copies of the IRB packets are available in the Office of Academic Affairs or the IRB website at <http://www.sjfc.edu/academics/irb>.

## Education Records and FERPA

### Annual Notification of Rights Under the Family Educational Rights and Privacy Act

St. John Fisher College complies fully with the provisions of the Family Educational Rights and Privacy Act (FERPA). Under FERPA, students have, with certain limited exceptions, certain rights with respect to their education records. These rights include:

**The right to inspect and review the student's education records within 45 days of the day the College receives a request for access.**

Students should submit to the appropriate official written requests that identify the record(s) they wish to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

Only records covered by FERPA will be made available. Students may have copies made of their records, except for an academic record for which a financial “hold” exists or a transcript of an original or source document. Copies will be made at the student’s expense at prevailing rates.

### **Type, Location, and Custodian of Education Records Maintained by the College**

Type	Location	Custodian
Admission Records	Office of Admissions	Director of Admissions
Academic Records	Registrar’s Office	Director of Academic Information and Registrar
Health Records	Health & Wellness Center	Director of Health & Wellness Center
Financial Aid Records	Financial Aid Office	Director of Financial Aid
Financial Records	Student Accounts	Director of Student Accounts
Graduate Placement Records	Career Center	Director of Career Center
Disability Records	Office of Academic Affairs	Coordinator of Disability Services
Student Conduct Records	Office of the Vice-President for Student Affairs & Diversity Initiatives	Vice-President for Student Affairs & Diversity Initiatives

### **The right to request the amendment of the student’s education records that the student believes are inaccurate or misleading.**

Students may ask the College to amend a record that they believe is inaccurate or misleading. They should write the College official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment.

Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

### **The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.**

One exception is disclosure to parents of dependent students. Another exception is disclosure to school officials with legitimate educational interests, on a “need-to-know” basis, as determined by the administrator responsible for the file. A “school official” includes: anyone employed by the College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); any person or company acting on behalf of the College (such as an attorney, auditor, or collection agent); any member of the Board of Trustees or other governance/advisory body; and any student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility; to perform a task that is specified in his or her position description or contract; to perform a task related to a student’s education or to student discipline; to provide a service or benefit related to the student or student’s family (e.g., job placement, health insurance); or to maintain safety and security on campus. Upon request, the College may disclose education records without the consent of the student to officials of another school in which the student seeks or intends to enroll.

Other exceptions are described in the FERPA statute and regulations at 34 CFR Part 99.

### **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA.**

The name and address of the office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-4605

## **Directory Information**

The College has designated the following information as directory information:

- Student’s name

- College email address
- Address
- Telephone number
- Date and place of birth
- Hometown
- High school
- Field(s) of study
- Advisor name(s)
- Full-time/part-time status
- Class year
- Dates of attendance
- Date of graduation
- Degrees and awards received
- Most recent previous educational institution attended
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams

The College may publicize or respond to requests for such information at its discretion. However, the use of the records for commercial or political purposes is prohibited unless approved by the appropriate dean.

Currently enrolled students may request that directory information be withheld from disclosure by filing the appropriate form with the Registrar within two weeks after the first day of classes for the fall semester. Requests made after this date should still be forwarded since they will prevent directory information from being released in the future. The College assumes that failure on the part of the student to specifically request the withholding of any directory information indicates approval of disclosure.

Request for nondisclosure will be honored by the institution and remain in effect until withdrawn by the student in writing. Students are advised to exercise caution in requesting nondisclosure of directory information since the inability to verify attendance and/or graduation may adversely affect future employment.

**Note:** Notification to students of their rights under FERPA is sent via College email each year at the start of the fall semester.

## Release of Personal Information to Military Recruiters

At the request of military branches, the regulations under the Solomon Amendment, 32 CFR Part 215, require the College to release select information on currently enrolled students to military recruiters for the sole purpose of military recruiting. Before releasing the requested information, the College will ask if the intent is to use the requested information only for military recruiting purposes.

The military is entitled to receive information about students who are "currently enrolled," which is defined as registered for at least one credit hour of academic credit during the most recent, current, or next term.

Under the Solomon Amendment, the military is entitled to receive the following student information:

- Name
- Age or year of birth
- Address
- Major
- Telephone number
- Level of education (i.e., freshman, sophomore, or degree awarded to a recent graduate)

If a student has requested that his or her directory information not be disclosed to third parties, as is permitted under FERPA, that student's information will not be released to the military under the Solomon Amendment. In such instances, the school will remove the student's information sent to the military and note "We have not provided information for X number of students because they have requested that their directory information not be disclosed as permitted by FERPA."

## Academic Integrity Policy, Procedures, and Appeal Process

- [Academic Integrity Policy](#)
- [Procedures for Addressing a Violation of the Academic Integrity Policy \(Instructors\)](#)
- [Academic Integrity Appeal Process – First Violation \(Student\)](#)
  - [Academic Integrity Appeal Committee and Attendance](#)
  - [Appealing an Instructor's Decision: Appeal Hearing Procedures](#)
  - [Appealing an Academic Integrity Dismissal: Appeal Hearing Procedures](#)
- [Academic Integrity Hearing Process – Two or More Violations \(Student\) | Student's Advocate](#)
  - [Appealing an Academic Integrity Dismissal: Appeal Hearing Procedures](#)

### Academic Integrity Policy

All students, regardless of level or school, are responsible for following the St. John Fisher College Academic Integrity Policy in addition to any other individual school's or program's academic expectations and/or professional standards. Every student is expected to demonstrate academic integrity in all academic pursuits at all times. If a student suspects that another student has violated the Academic Integrity Policy, he or she should contact the instructor for that course and provide support for that

suspicion. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

**Please Note:** If a student is found responsible for two violations of the Academic Integrity Policy, the student will have a hearing with the Academic Integrity Committee to address the pattern of behavior. The committee may assign additional sanction(s) up to and including an Academic Integrity Dismissal from the College.

Violations of the Academic Integrity Policy include, but are not limited to:

1. Cheating
  1. Possession of unauthorized material (e.g. books, notes) that could be used during an exam, quiz, test, etc.
  2. Hiding or positioning of notes or other tools for the purposes of cheating on an exam, quiz, test, etc.
  3. Unauthorized possession of, or knowledge of, an exam, quiz, test, etc., prior to its administration
  4. Looking at another person's exam, quiz, test, etc. without permission of the instructor
  5. Marking an answer sheet in a way designed to deceive the person correcting it
  6. Altering a graded work after it has been returned
  7. Unauthorized access to Internet resources or an electronic device(s) during an exam, quiz, test, assignment, etc.
2. Plagiarism
  1. Representing another person's work as one's own, or attempting "to blur the line between one's own ideas or words and those borrowed from another source." (Council of Writing Program Administrators, January 2003, <http://wpacouncil.org/node/9>)
  2. The use of an idea, phrase, or other materials from a written or spoken source without acknowledgment
  3. Submitting work that was procured through sale or trade
3. Duplicate Submission of Work
  1. Submitting the same, or substantially the same, piece of work to more than one instructor without the express permission of all instructors involved
4. Facilitation of Academic Dishonesty
  1. Giving improper aid to another student or receiving such aid from another student or source prior to or during an in class or take home exam, quiz, test, assignment, etc., without the express permission of the instructor
  2. Retaining, reproducing, possessing, using or circulating previously given materials when indicated that they are to be returned to the instructor at the conclusion of the an exam, quiz, test, etc.
  3. Taking a test for someone else or allowing someone else to take a test for you
  4. Allowing another person to do one's work and submitting that work under one's own name
  5. Providing work to another student to submit as their own
  6. Allowing a person to put their name on a group work submission when they did not work on the assignment
5. Falsifying Data or Research
  1. Fabricating information, data or citation as part of a laboratory, fieldwork or other scholarly investigation
  2. Knowingly distorting, altering or falsifying the data
  3. Using data acquired by another student without the consent of the instructor
  4. Failing to include an accurate account of the method by which the data were gathered or collected
  5. Representing the research conclusions of another as one's own
  6. Undermining or sabotaging the research investigations of another person
  7. Obtaining and/or reporting research data in an unethical and intentionally misleading manner
6. Obstructing Library Use and/or Access to Materials
  1. Any action that deprives others of equal access to library materials such as hiding, selling, destroying, mutilating, removing or deliberately damaging library materials
7. General Academic Misconduct
  1. Actions that violate standards of ethical or professional behavior established by a course or a program
  2. Theft, mutilation or destruction of another student's academic work, including books, notes, computer programs, papers, reports, laboratory experiments, data, etc.
  3. Using means other than academic achievement or merit to influence one's academic evaluation
  4. Attempts to bribe an instructor for academic advantage
  5. Actions or behaviors that violate standards for ethical or professional behavior established by a course or program in an off-campus setting that could damage the College's relationship with community partners and affiliated institutions

## Procedures for Addressing a Violation of the Academic Integrity Policy (Instructors)

The following outlines the process for addressing an alleged violation of the Academic Integrity Policy. Students may not withdraw from/drop a course while an academic integrity matter is pending.

**Please Note:** If a student is found responsible for two violations of the Academic Integrity Policy, the student will have a hearing with the Academic Integrity Committee to address the pattern of behavior. The committee may assign additional sanction(s) up



to and including an Academic Integrity Dismissal from the College.

If there is a suspicion of a violation of the Academic Integrity Policy:

1. **The instructor will meet with the student to address the suspicion.** During the meeting, the course instructor will share with the student the information that forms the basis for the suspicion and provide the student an opportunity to respond to the information. This meeting is closed to anyone other than those involved. At no time may legal counsel be present. No audio or other recording of an Academic Integrity meeting is permitted.

*After the discussion, the instructor will:*

1. Determine that no violation of the Academic Integrity Policy has occurred and no further action will be taken and the matter is closed;
  2. Determine the action does not reach the level of an Academic Integrity Policy violation but an educational intervention, as determined by the instructor, must be completed by student. Once the intervention is completed to the instructor's satisfaction, the matter is closed; or
  3. Determine the student is responsible for a violation of the Academic Integrity Policy.
2. **The instructor will assign a sanction.** After a determination of responsibility for a violation for the Academic Integrity Policy is made, the instructor may consult with his or her department chair, School Dean, or the Dean's designee for sanctioning advice.

*If sanctions are required, the following may be assigned by the instructor:*

1. Academic Written Warning;
  2. Re-examination, re-writing the paper, re-producing the assignment by the student;
  3. Reduction in grade/score for the examination, paper or assignment; or
  4. Assigning a failing grade for the course.
3. **The instructor will notify the student of the determination of responsibility and sanction.** The instructor will notify the student of their determination of responsibility and sanction(s) by email within three (3) business days of the meeting.
  4. **The student must respond to the instructor within three (3) business days of the receipt of the decision indicating that he or she either:**
    1. Accepts the decision and sanction; or
    2. Does not accept the decision and/or sanction and wishes to request an appeal

*Failure to respond within the specified time period will constitute automatic acceptance of the instructor's decision and sanctions by the student.*

5. **The instructor will file the determination of responsibility and sanction(s), the student's response and any associated documentation electronically** within one (1) business day of either receiving the student's decision or the passage of the student's deadline. If a student requests an appeal, the student will receive the academic appeal request form by email and must submit the completed form within three (3) business days of its receipt. Failure to respond within the specified time period will constitute automatic acceptance of the instructor's decision and/or sanction(s).

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

## **Academic Integrity Hearing Process – Two or More Violations (Student)**

If a student is found responsible for two violations of the Academic Integrity Policy, the student will have a hearing with the Academic Integrity Committee to address the pattern of behavior. The committee may assign additional sanction(s) up to and including an Academic Integrity Dismissal from the College. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

### **Academic Integrity Committee and Attendance**

#### **Committee Membership**

1. Three faculty members who are trained in the Academic Integrity Hearing Procedures. The faculty members may not be from the same discipline as the student.
2. A student representative appointed by the Coordinator of Student Conduct from those students who have been trained to participate in student conduct hearings. The student representative may not be from the same discipline as the student.
3. The College Registrar or designee is the Administrative Chair of the committee and votes only in the case of a tie.

#### **Student's Advocate**

The student may ask for a faculty or staff member who is not a member of the Academic Integrity Committee to serve as his/her Advocate in the Academic Integrity Hearing Process. The Advocate is not allowed to speak directly to the committee and only serves to support and advise the student throughout the process.

Other than the student, the Advocate, and the committee members, the hearing is closed to all others. At no time may legal

counsel be present. No audio or other recording of an Academic Integrity Hearing is permitted.

The time, date, and location of the Academic Integrity Hearing will be provided in an appearance letter and the student is expected to attend as directed. If the student has a conflict with the date and/or time of the meeting it is his/her responsibility to respond and request to reschedule. The hearing will take place in the student's absence if he/she fails to appear.

### Academic Integrity Hearing Procedures

1. The Administrative Chair of the Academic Integrity Committee will facilitate the hearing and be responsible for documenting the participants in attendance and decision of the committee.
2. The Administrative Chair and the student will present relevant information to the committee.
3. After reviewing all the documentation and information provided, everyone but the committee will be excused and the committee will deliberate. By majority vote, the committee will make the decision to:
  1. Take no further action; or
  2. Impose a sanction

*If sanctions are required, the following may be assigned by the committee:*

  1. Academic Written Warning
  2. Academic Written Warning and educational sanction
  3. Academic Integrity Dismissal from the College
4. After a decision is made, the student, and Advocate will be asked to return to the room, the decision will be read, and the hearing concluded. Decisions of an Academic Warning or Academic Warning and Educational Sanction are final and may not be appealed. Students may appeal a sanction of Academic Integrity Dismissal through the Academic Integrity Appeal Process.
5. The Administrative Chair will record the committee's decision within one (1) business day and the student will receive confirmation of the decision by email within three (3) business days of the close of the hearing.

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

### Appealing an Academic Integrity Dismissal: Appeal Hearing Procedures

Other than the appealing student, the Advocate, the Administrative Chair from the meeting at which the Academic Integrity Dismissal was assigned and the committee members, the appeal hearing is closed to all others. At no time may legal counsel be present. No audio or other recording of an Academic Integrity Appeal hearing is permitted.

1. The Administrative Chair of the Academic Integrity Appeal Committee will facilitate the hearing and be responsible for documenting the participants in attendance and decision of the committee. The Administrative Chair from the original meeting at which the Academic Integrity Dismissal was assigned (the "original Administrative Chair") will serve as the complainant.
2. The original Administrative Chair and the appealing student will present relevant information to the committee.
3. After reviewing all the documentation and information provided, everyone but the appeal committee will be excused and the committee will deliberate. By majority vote, the committee will make the decision to:
  1. Uphold the sanction of Academic Integrity Dismissal; or
  2. Dismiss the sanction of Academic Integrity Dismissal and assign a new sanction

*If sanctions are required, the following may be assigned by the committee:*

  1. Academic Written Warning
  2. Academic Written Warning and educational sanction
  3. No further action
4. After a decision is made, the student, Advocate, and original Administrative Chair will be asked to return to the room, the decision will be read, and the hearing concluded. Appeal decisions made by the appeal committee are final and not subject to further appeal.
5. The Administrative Chair will record the committee's decision electronically within one (1) business day and the student will receive confirmation of the decision by email within three (3) business days of the close of the appeal hearing.

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

## Academic Integrity Appeal Process — First Violation (Student)

A student who has been found responsible for violating the Academic Integrity Policy or has been Academically Dismissed by the Academic Integrity Hearing Committee may request an appeal of the decision of responsibility and/or sanction(s). The student must submit the **appeal request** electronically within three (3) business days of receipt of the decision. Students may not withdraw from/drop a course while an academic integrity matter is pending. Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College records policy.

### Criteria for Requesting an Appeal

The request for an appeal must demonstrate with sufficient detail how the grounds below apply to the situation. Documentation of all information and correspondence regarding the matter must be included. Appeal requests must be based on, and will only be considered on, one or more of the following grounds:

1. Process: The established process was not followed
2. Sanction: The sanction imposed was not consistent with the severity of the violation
3. New Information: Information is available now that was not available at the time of my meeting with the instructor/committee which may substantially change the outcome.

Academic integrity appeal requests are reviewed by the Chair of the Academic Standing Committee. An academic integrity appeal hearing will be considered only on the ground(s) alleged by the student. The Chair of the Academic Standing Committee will consider the information contained in the appeal request and relevant information provided by the student in determining whether or not to proceed with the appeal process. The student will be notified of the status of his/her appeal request within three (3) business days of the submission of the Appeal Hearing Request Form.

### **Academic Integrity Appeal Committee and Attendance**

If an appeal hearing is granted, the matter will be brought before the Academic Integrity Appeal Committee.

#### **Committee Membership**

1. Three faculty members who are trained in the Academic Integrity Hearing Procedures. The faculty members may not be from the same discipline as the appealing student or the same discipline of the instructor who assigned the original decision and/or sanction.
2. A student representative appointed by the Coordinator of Student Conduct from those students who have been trained to participate in student conduct hearings. The student representative may not be from the same discipline as the appealing student nor the same discipline of the instructor who assigned the original decision and/or sanction.
3. The College Registrar or designee is the Administrative Chair of the committee and votes only in the case of a tie.

**Please Note:** If the student is appealing an Academic Integrity Dismissal decision, the original Administrative Chair, faculty members and student representative may not serve on the Academic Integrity Appeal Committee.

#### **Student's Advocate**

The student may ask for a faculty or staff member who is not a member of the committee to serve as his/her Advocate in the Academic Integrity Appeal Process. The Advocate is not allowed to speak directly to the committee and only serves to support and advise the student throughout the process.

The time, date, and location of the appeal hearing will be provided in an appearance letter and the student is expected to attend as directed. If the student has a conflict with the date and/or time of the meeting it is his/her responsibility to reschedule. The appeal hearing will take place in the appealing student's absence if he/she fails to appear.

### **Appealing an Instructor's Decision: Appeal Hearing Procedures**

When appealing an instructor's decision, if the student and/or the instructor wishes to have a witness who has direct and first-hand knowledge of the violation in attendance at the hearing, the student and/or instructor must provide the Administrative Chair with the name and contact information of the witness(es) no later than one (1) business day prior to the scheduled hearing. It is the responsibility of the student and/or instructor to insure the witness(es) attend the hearing.

Other than the appealing student, the instructor who made the original decision and assigned the sanction, any witnesses, the Advocate, and the committee members, the appeal hearing is closed to all others. At no time may legal counsel be present. No audio or other recording of an Academic Integrity Appeal hearing is permitted.

1. The Administrative Chair of the Academic Integrity Appeal Committee will facilitate the hearing and be responsible for documenting the participants in attendance and decision of the committee.
2. The instructor and appealing student will present relevant information to the committee.
3. The appealing student and instructor may present witnesses who have direct and first-hand knowledge of the violation and produce materials for consideration. Witnesses may be asked questions by the appealing student, instructor, and committee members.
4. After reviewing all the documentation and information provided, everyone but the appeal committee will be excused and the committee will deliberate. By majority vote, the committee will make the decision to:
  1. Uphold the finding of responsibility and/or sanction
  2. Dismiss the finding of responsibility and/or sanction
  3. Uphold the finding of responsibility and impose a new sanction

*If sanctions are required, the following may be assigned by the committee:*

  1. Academic Written Warning
  2. Reduction in grade/score for the coursework in question
  3. Assigning a failing grade for the course
  4. Administrative withdrawal of the student from the course with a recorded grade of "W" appearing on the student's transcript
5. After a decision is made, the student, Advocate, and instructor will be asked to return to the room, the decision will be read, and the hearing concluded. Appeal decisions made by the committee are final and not subject to further appeal.
6. The Administrative Chair will file the decision electronically within one (1) business day and the student will receive confirmation of the decision electronically within three (3) business days of the close of the appeal hearing.

Any finding of responsibility and associated sanctions for a violation of the Academic Integrity Policy is retained per the College



## Appeals

In well-substantiated special cases, where the interests of the student are at variance with the regulations, the student may submit a documented petition to the program director, the provost or his designee, and the Graduate Program Council.

### Process to Reconcile Academic Decisions

If a student wishes to appeal an academic decision of an instructor, he or she must follow the process described below.\*

1. The student is to initiate a discussion with the instructor responsible for the initial decision in question.
2. The instructor is responsible for documenting the outcome of the discussion with the student. Copies of that document are to be provided to the student and to the program director.
3. If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the instructor's communication.
4. If the student desires further discussion of the matter, he or she is to initiate a discussion with the program director. The role of the program director is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The program director has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The program director is responsible for documenting the discussion outcome(s). Copies of that document are to be provided to the student and to the instructor.
5. If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the instructor and the program director of his or her desire within one week of receipt of the program director's communication.
6. If the student desires further discussion of the matter, he or she is to initiate a discussion with the school dean. The role of the dean is to ascertain to the extent possible the facts surrounding the matter and to clarify applicable graduate academic policies. The dean has the option of scheduling a subsequent meeting to include himself or herself, the student, and the instructor. The dean is responsible for documenting the decision(s). Copies of that document are to be provided to the student, the instructor, and the program director.
7. If the student desires further discussion of the matter, he or she is to request in writing a meeting with the provost. The student is to present a concise statement of the academic decision in question, his or her perception of the appropriate decision, and the rationale and supporting evidence for this contention. Upon receipt of such notice, the provost shall notify the school dean, the program director, and the instructor of the student's intent and shall be provided with documentation pertaining to the matter by the program director. The provost shall meet with the student, the instructor, and the program director. The provost shall notify the student, the instructor, the program director, and the dean in writing of his or her decision to maintain or modify the original academic decision.
8. If the student determines that he or she is not satisfied with the outcome and wishes to further pursue the matter, the student is responsible for notifying the program director of his or her desire to appeal the academic decision to the Graduate Academic Standing Committee within one week of receipt of the provost's communication. The decision of the Graduate Academic Standing Committee is final.

*\*If the instructor is the program director of the program in which the student is enrolled, the student will begin this process at Step 4.*

## Undergraduate Students Petitioning to Take Graduate Courses

Students matriculated in undergraduate programs at St. John Fisher College may be eligible to take graduate classes at the College.

Students interested in pursuing this option should meet with the graduate program director to discuss their interest, qualifications, and plans to pursue the graduate degree. If deemed appropriate, the student must complete the appropriate Petition to Take Graduate Classes form and obtain the required approvals. If approved, the undergraduate student may take up to two graduate courses (maximum six credits).

To be eligible to enroll in a graduate course, undergraduate students must have an undergraduate cumulative GPA of 3.00 or higher and have completed at least 90 undergraduate credits.

These courses carry graduate credit and are taken in addition to those required to earn the baccalaureate degree at St. John Fisher College. Participation does not guarantee acceptance into the graduate program after completion of the baccalaureate degree. Registration will be on a space-available basis and is determined the week before classes begin.

For students already attending full-time as undergraduates (12 credits or more) and paying the prevailing full-time tuition, the tuition charge for the graduate courses will be waived. Students attending part-time (11 credits or less) will pay the prevailing per-credit graduate tuition for the graduate course.

Exception: Matriculated undergraduate nursing students may petition to take an approved GNUR graduate course for

undergraduate credit. The completed course will appear on the undergraduate transcript until the graduate program is begun, at which time the course(s) will also appear on the graduate transcript. For further information on this program, contact the Wegmans School of Nursing Office.

## Degrees and Certificates

All programs are approved and registered by the New York State Education Department. St. John Fisher College is empowered by the Board of Regents of the State of New York to offer courses leading to and to grant the degrees of Master of Business Administration (M.B.A.), Master of Science (M.S.), Master of Science in Education (M.S.Ed.), and Doctor of Nursing Practice (D.N.P.), Doctor of Education (Ed.D.), Doctor of Pharmacy (Pharm.D.) and Advanced Certificates. The College presently offers the following degree and certificate programs:

Award	HEGIS Code*
MBA	0506
M.S.: Primary Care Family Nurse Practitioner	1203.10
M.S.: Adult/Gerontology Acute Care Nurse Practitioner	1203.10
M.S.: Adult/Gerontology Primary Care Nurse Practitioner	1203.10
M.S.: Psych/Mental Health Nurse Practitioner	1203.10
M.S.: Adult/Gerontology Clinical Nurse Specialist	1203.10
M.S.: Literacy Education	0830
M.S.: Mathematics/Science/Technology Education	0899
M.S.: Mental Health Counseling	2104
M.S.: Special Education	0808
M.S.Ed.: Building and School District Educational Leadership	0827
DNP: Advanced Practice Nursing	1203.10
DNP.: Primary Care Family Nurse Practitioner	1203.10
DNP: Adult/Gerontology Acute Care Nurse Practitioner	1203.10
DNP: Adult/Gerontology Primary Care Nurse Practitioner	1203.10
DNP: Psych/Mental Health Nurse Practitioner	1203.10
DNP: Adult/Gerontology Clinical Nurse Specialist	1203.10
Ed.D.: Executive Leadership	0899
Pharm.D.: Pharmacy	1211
Advanced Certificate: Primary Care Family Nurse Practitioner	1203.10
Advanced Certificate: Adult/Gerontology Acute Care Nurse Practitioner	1203.10
Advanced Certificate: Adult/Gerontology Primary Care Nurse Practitioner	1203.10
Advanced Certificate: Psych/Mental Health Nurse Practitioner	1203.10
Advanced Certificate: Adult/Gerontology Clinical Nurse Specialist	1203.10
Advanced Certificate: Mental Health Counseling	2104
Advanced Certificate: Special Education: Adolescence	0808
Advanced Certificate: Special Education: Childhood	0808

*\*Regulations of the Commissioner of Education of the State of New York require the listing of code numbers. (These do not alter in any way the character of programs, nor do they reflect on the priority or academic demands of programs.) Regulations also require a statement that enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards. All programs listed are registered as required by law.*

## Graduation and Degree Requirements\*

Upon admission to St. John Fisher College, the student is a candidate for the degree appropriate to the program into which he or she was accepted. It is the student's responsibility to know and fulfill all the requirements for the program for which he or she is registered. To earn a graduate degree from St. John Fisher College, the student must:

- Earn a minimum of 30 credits and complete all program requirements.
- Earn a minimum cumulative grade point average (GPA) of 3.00 for all courses taken in residence.
- File a Petition for Graduation.
- Complete the program within the appropriate time limit.

*\*See the [Wegmans School of Pharmacy](#) for requirements.*

### Degree Completion Time Limit

For programs requiring fewer than 60 credits, a student must finish the degree within six years of completion of the first Fisher graduate course. For programs requiring 60 or more credits, students must finish the degree within eight years of completion of the first Fisher graduate course. Only the program director and provost or his designee can grant exceptions. Students granted extensions may be required to repeat certain previously taken courses. The time limit is inclusive of any leaves of absence taken by a student. Individual programs may have more stringent requirements for completion; check the individual programs for further information. The first graduate course taken at St. John Fisher College starts this time clock.

### Graduation

Students who qualify for graduation must notify the Registrar's Office by filing the online Graduation application. Submission of this form initiates an administrative process in which the student's record is reviewed with regard to program requirements for graduation and potential difficulties. Notification of the availability of the online application will be sent to students using their Fisher email accounts. Failure to apply on time may result in a delay in graduation. St. John Fisher College confers degrees three times per year, in May, August, and December.

The College-wide commencement takes place once a year, in May. To participate in the May commencement ceremony, graduate-level degree candidates must have completed their degree requirements prior to the actual day of commencement or be within nine credits of completion and have the approval of their program director. August and December graduates will be invited to attend the commencement ceremony the following May. Outstanding "I" grades and credit-by-examination results, as well as waivers and substitutions and the processing of transfer credit, should be completed well in advance of graduation. If all documents are not received in the Registrar's Office by the end of the final examination period, your graduation will be delayed to the following semester. Any "I" grade earned in the term in which you plan to graduate will result in your graduation being delayed until the following term.

## Awards

Several awards are given each year to recognize those graduating students who have achieved academic excellence and/or contributed to the campus community in an extraordinary fashion. Individual departments and professional organizations present awards to students based on their own established criteria.

**The Kathleen Alderson Powers Leadership Award**, a tribute to the former dean of the School of Adult and Graduate Education, is given to a graduate student who has distinguished himself or herself through strong academic performance and through outstanding campus, community, or professional service. The award winner must have attained advanced academic standing with regard to the number of credit hours earned at St. John Fisher College.

**The Master of Science in Advanced Practice Nursing Distinguished Graduate Student Award** is given to a graduating student who is a role model and who demonstrates professional behavior, leadership, enthusiasm, and commitment to the profession. The award winner will set high personal and professional standards and establish productive relationships with others in the clinical and classroom arena.

**The Master of Science in Advanced Practice Nursing Scholarly Achievement Award** is given to the graduating student who has the highest academic standing in the class.

**The Master of Science in Mathematics/Science/Technology Education Distinguished Researcher Award** is presented to the graduating student or students who have distinguished themselves in scholarship by producing a master's research paper of marked depth, relevance, and quality so as to eminently qualify them for doctoral study or to enable them to submit their research for publication in an appropriate professional journal.

**The Master of Science in Educational Leadership Distinguished Leadership Award** is presented to a graduating student(s) who has been determined by his or her peers to have distinguished himself or herself through significant contributions to class discussions and group projects and who exemplifies the attributes and values of effective leadership.

**The Master of Science in Educational Leadership Dr. Ronald Edmonds Award of Excellence** is presented to a graduating student(s) who has been determined by the faculty to have demonstrated significant progress in meeting the goals and standards of the program and who exemplifies the characteristics of a leader in an effective school.

**The Master of Business Administration Scholarly Achievement Award** is given to the graduating student who has attained the highest academic standing in his or her class.

**The Master of Business Administration Distinguished Student Award** is presented to a graduating student who has been determined by the faculty to exemplify the work ethic and values of the program.

**The Master of Science in Adolescence Education Outstanding Teacher Candidate Award** is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

**The Master of Science in Childhood Education Outstanding Teacher Candidate Award** is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

**The Master of Science in Literacy Education Outstanding Teacher Candidate Award** is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

**The Master of Science in Special Education Outstanding Teacher Candidate Award** is given to a graduating student who has maintained at least a 3.50 grade point average, who displays exceptional skills in working with students, and who demonstrates excellence in teaching performance.

## Academic Standards and Grading

The cumulative grade point average for all graduate courses taken at St. John Fisher College must be at least 3.00 to satisfy the requirements for the graduate degree. Transferred and waived credits and credits for undergraduate courses taken while in a graduate program are not used in the graduate GPA computation. No student may receive more than one "F" grade and must repeat the course in which it was earned if the course is a degree requirement. A student earning a second "F" grade will be dismissed.

**Note:** *Pharmacy standards and grading can be found in the [Wegmans School of Pharmacy](#) section.*

### Grades

A to B:	Acceptable
B- to C:	Passing; not acceptable
F:	Failure
FA:	Failure due to excessive absences
AU:	Audit
I:	Incomplete
IP:	In Progress (capstone/project courses only)
S:	Satisfactory*
U:	Unsatisfactory*
W:	Withdrawn

*\*The "S" grade for a capstone or project is equivalent to a "B" or higher. If less than a "B" is earned, the grade of "U" is given.*

### Incomplete Grades

The Incomplete (I) grade is used ONLY when required assignments are not completed due to serious circumstances which are clearly beyond the student's control. The instructor, after consultation with the student, submits an Incomplete (I) grade.

The missing coursework must be completed by the published deadline which is six weeks from the last day of final examinations for the term.

If the missing work is not submitted by the deadline, the Incomplete grade will be converted to a Failing (F) or Unsatisfactory (U) grade as appropriate.

The instructor and student will receive weekly email reminders from the Registrar's office until the incomplete grade is resolved.

An appeal for an extension of the six week deadline must be filed in writing with the Program Director at least one week before the Incomplete (I) grade is scheduled to convert to an F or U. The appeal must contain a full explanation of why an extension is being requested and have the written support of the instructor. If approved, the Program Director will notify the Registrar's Office if the extension is approved. Under no circumstances can the extension be longer than six additional weeks.

**Note:** *A student may not graduate from St. John Fisher College with an incomplete grade on his/her record. Incomplete grades will be converted to grades before eligibility for graduation is determined.*

## In Progress

Capstone/project courses requiring more than one semester to complete may be graded "IP" (In Progress) at the end of the term in which the student registered for and began the capstone/project.

When the project is finished and a grade change is processed in the Registrar's Office, the grade of "IP" will be replaced with the earned final grade. A notation will be placed on the transcript indicating the date on which the course was graded.

The "IP" grade must be resolved within one calendar year from the date the "IP" was assigned by the instructor. If the "IP" is not replaced with a passing final grade by the deadline, the IP will convert to an F or U as appropriate. In this case, to earn credit for the course, the student must register for the course again and pay the prevailing per credit tuition charge.

## Withdrawal From Course

Students may withdraw from courses without academic record, with a grade of "W" or with the penalty grade of "F" as noted in the [semester academic calendar](#). No withdrawal will be permitted after the designated date.

## Repeating a Course

Once earned, a grade remains permanently on the transcript. Unless specifically allowed by a student's program, courses with a grade below "B" may be retaken only at St. John Fisher College and may be retaken only once. When a course is retaken, all grades appear on the transcript; however, the grade received the last time the course is taken will be the grade computed in the GPA. If a student repeats a course in which a passing grade below "B" has been earned, additional credits are not earned.

## Auditing

With permission of the instructor and program director, individuals holding bachelor's degrees may audit select courses. Audit students do not earn credit. The faculty member determines the conditions of the audit with regard to assignments and examinations in discussion with the auditor. Auditors must have the written approval of the course instructor and cannot retroactively upgrade to credit-seeking status. Additionally, a credit student cannot switch to audit status. Once written permission is obtained from the instructor, students must register and make payment for the course at the prevailing tuition rate for the course.

## Grade Reporting

Final grades are available at the end of each semester in [Fish 'R' Net](#).

## Change of Grade

Only the faculty member who reported a grade may initiate a grade change. Students who feel there has been an error in grading or who wish to challenge a grade must contact the professor within thirty (30) days of the date the grade is posted. If the matter is not resolved to the student's satisfaction the appeal will be forwarded to the Graduate Program and School Dean for a final decision. Appeals concerning a grade initiated more than 30 days after the grade is posted will not be heard.

## Academic Standing, Probation, and Dismissal

For purposes of computing academic standing, quality points are assigned to letter grades as follows:

<b>A</b>	4.00
<b>A-</b>	3.70
<b>B+</b>	3.30
<b>B</b>	3.00
<b>B-</b>	2.70
<b>C+</b>	2.30

C	2.00
F	0.00

**Note:** Pharmacy policies can be found in the *Wegmans School of Pharmacy* section.

## Satisfactory Academic Progress

Graduate-level students are considered to be in good standing if their cumulative GPA is 3.00 or higher at the end of each semester.

## Probation

A graduate student will be placed on probation if his or her cumulative GPA falls between the threshold for good standing and academic dismissal.

A student on academic probation at the end of a term will receive a letter from the Registrar's Office and be required to meet with his or her program director to discuss his or her situation. The program director will review the student's progress and will specify the requirements for continuation in the program. Failure to meet with the program director will result in deregistration for the upcoming semester(s).

A student on academic probation whose cumulative GPA is 3.00 or higher will return to good standing.

A student on probation for more than two continuous semesters may be dismissed from the program.

## Dismissal

Graduate-level students are subject to dismissal from their program if they:

- Fail to satisfy their conditional admission requirements.
- Earn more than one "F", "FA" or "U" grade, regardless of their cumulative GPA..
- Fail to meet the minimal cumulative GPA standard as outlined in the Standards of Academic Progress Cumulative Grade Point Average chart below.

Students who are dismissed from their program will be deregistered from classes for any future semester(s) and notified in writing by the appropriate school dean.

Students who wish to appeal their dismissal must send written notification of their intention to appeal to the school dean within two weeks of the date of the dismissal letter. The actual appeal letters are sent to the College registrar who will convene the Graduate Academic Standing Committee to consider the appeal.

While the appeal is pending review by the committee, registration is not allowed. If reinstatement is granted, the student will return on academic probation and must meet with the program director before registering for an upcoming semester. A student who is dismissed from one Fisher graduate program may apply for admission to another Fisher graduate program. The student will be considered a new applicant to the new program and must complete the full admission process.

## Standards of Academic Progress Cumulative Grade Point Average\*

Semester Credit Hours Earned Toward Degree**	0–6	7–12	13–21	22+
Good Standing:	3.00	3.00	3.00	3.00
Probation:	2.00–2.99	2.50–2.99	2.75–2.99	—
Academic Dismissal with GPA Below:	2.00	2.50	2.75	3.00

\*Averages will not be "rounded." For example, 2.99 will not be rounded to 3.00.

\*\*Includes all hours (Fisher and transfer hours) applied toward the St. John Fisher College degree. However, only Fisher credits are used in calculating the grade point average.

## Academic Support

### Academic Advising

The essence of a quality graduate experience is academic advising. Each program has its own system for delivering information and monitoring the progress of its students. It is essential that each graduate student contact the assigned advisor upon admission. Early contact with the advisor is most important to avoid scheduling conflicts and problems with course sequencing

and to ensure understanding of the steps required to complete the program. **Ultimately, the final responsibility for knowing and meeting all graduation requirements rests with the individual student.**

Program directors are available for informational interviews prior to applying and for assistance with course registration. Students are encouraged to contact the Office of Academic Affairs for help with general problem-solving and other needs.

## Long-Range Plan

This tool tracks progress from initial registration to graduation for the student and advisor. Long-range plans should be revised as needed. Each graduate student should have a long-range plan on file by the end of the first semester. Students should contact their academic advisors to complete this plan.

## Scheduling

As a convenience for working students, the majority of graduate courses meet evenings or weekends. Semesters begin in early September, mid-January, and mid-May. Registration/orientation sessions are held each semester for newly admitted students.

## Study Hours

In general, students are expected to spend two hours per week in outside reading, assignments, research, library work, etc., for every one hour they spend in class. For example, a student who is enrolled in 15 credits during a semester will spend 15 hours per week in class and another 30 hours each week engaged in academic pursuits outside the classroom, for a total expected time commitment of 45 hours per week (also subject to change).

## Registration

A student must be registered to earn credit for a course in the semester in which the course is taken. New students course-register prior to the first day of classes; returning students course-register during the current semester for the following semester.

Registration takes place in November for the spring semester and April for the summer and fall semesters when students course-register using **Fish 'R' Net** (the College's web-based student information system). This process generates a tuition bill for which payment is due approximately one month before the semester begins. Students who have not made arrangements to pay their tuition may be dropped from their courses and will be subject to both a Late Payment fee of up to \$200 and a Reinstatement fee of \$300.

Ultimately, the student is responsible for all registration, add, drop, and withdrawal activities on his or her record at the College. Registration should be done at the earliest opportunity to minimize the chance of being closed out of a course and to ensure that the College has accurate enrollment numbers to use in course-related decisions. Students may attend only classes in which they are registered. Students must verify their registration using **Fish 'R' Net** to be sure they are attending the correct classes and sections. A student must be registered in a course to receive a final grade.

With the exception of a cancelled course, only the student may make a change to his or her registration. Faculty members cannot add a student to a class or withdraw a student from a class. If web activity is allowed, the student must make all changes using **Fish 'R' Net**; if web activity has ended, the student must make all changes in the Registrar's Office using a Drop/Add form.

It is the student's responsibility to know and register for the courses appropriate for his or her program requirements. The advisor provides assistance but is not responsible for the student's course selection or errors in choosing courses. Students should be aware of and meet all of the dates and deadlines for registration, drop/add, and withdrawal from courses. Registration, adding, dropping, or withdrawing from a course after a published deadline must be approved by the registrar. If approved, these requests will be subject to the \$50 Late Course Change fee.

Schedules and grade reports are available in **Fish 'R' Net**. Some documents are still mailed; therefore, students should keep their mailing addresses updated by notifying the Registrar's Office of changes.

The College reserves the right at any time to make changes deemed advisable in policies and procedures, as well as in tuition and fees, and to cancel any course if enrollment does not justify continuance.

## Transcripts

Official transcripts of the St. John Fisher College record will be furnished at no charge to the student. Unofficial transcripts may be printed directly from Fish 'R' Net. No transcript will be issued for students whose accounts with the College are unsatisfactory.

Students may obtain transcripts of their academic records either in person, online or by mail. Information on ordering transcripts can be found at: <http://www.sjfc.edu/campus-services/registrar/transcripts.dot>.

Official transcripts are not issued directly to students but are forwarded to third parties only through requests directly from the student. Requests should be made well in advance of required deadlines since processing takes three to five working days.

For some students, the St. John Fisher College transcript may contain courses taken at the undergraduate and graduate levels. It is the policy of the College to mail this record as a complete document; therefore, requests for only a portion of the record will not be honored.



Though transcripts from other institutions may be included in the student's permanent academic folder, the College does not produce copies of official transcripts of academic work taken at other institutions for external distribution.

# About Graduate Education

## Administration

Graduate programs at St. John Fisher College strive to provide:

- Extensive academic specialization.
- Breadth of understanding.
- Extended professional competence.
- Opportunities for research and professional projects in the community.

## Program Directors

Each program has a qualified faculty member who serves as director and reports to the school dean. Among the director's duties are:

- Providing academic leadership in the ongoing efforts to maintain and develop high-quality programs.
- Collaborating to advance graduate education.
- Coordinating scheduling and staffing.
- Providing academic advisement to students.
- Serving as the representative for the graduate program with the school dean, the provost or his designee, and the Graduate Program Council.
- Serving as a voting member of the Graduate Program Council.

## Graduate Program Council

The Council, an academic policy committee, meets regularly to review new programs, program changes, and graduate policies and procedures. The Council functions to ensure academic and professional quality in programs, faculty, students, and support services.

As a Standing Committee of the Faculty Assembly, the actions of the Graduate Program Council are subject to the statutory rights, responsibilities, and jurisdiction of the Board of Trustees. The president, or his designee, has the responsibility of review and approval of all actions of the Council and the right to disapprove actions that infringe upon the implementation of approved Board policies.

Voting members of the Council are the provost or his designee, the chair of the Undergraduate Curriculum and Instruction Committee, a representative elected at-large from the faculty assembly, one to three graduate students, and the directors of graduate programs. Non-voting members are department chairs whose departments have graduate programs, the registrar, the director of Graduate Admissions, and the director of the Library.

Responsibilities of the Graduate Program Council include:

- Development of minimum admission and academic standards.
- Review of new programs and program changes.
- Resolution of student appeals regarding extension of time for degree completion, probation, and dismissal.

# Admissions

While the requirements for admission to various programs may differ slightly, these general requirements and procedures apply to all applicants.

Applicants for graduate study must hold a bachelor's degree or a master's degree (for doctoral programs) from a regionally accredited college or university and demonstrate the motivation, ability, and preparation to successfully pursue graduate study. While personal interviews with graduate admission counselors are not required for most programs as part of the admission procedure, they are encouraged as an opportunity for the applicant to become better acquainted with the program and application process. Applicants may request an interview with the program director as well.

The admissions committee of each program, the graduate program director, and the director of Graduate Admissions will make an admission decision based upon records of undergraduate achievement, prior graduate work (if appropriate), letters of recommendation, and other supporting documentation where required.

Admission requirements for the doctoral programs (Executive Leadership, Nursing Practice, and Pharmacy) differ from the other graduate programs. Please refer to each program for specific information.

# Application Process

Prospective students must submit a graduate application to the Office of Graduate Admissions. Applications will be processed



on a rolling basis. Admissions decisions are mailed to applicants within three weeks after the application is complete.

The materials and credentials\* to be submitted by each applicant for the master's degree include:

**Application and Application Fee:** Complete and submit the [online application](#) or the [application form \[pdf\]](#) with a \$30.00 non-refundable application fee.

**Transcripts:** Official transcripts of **all** undergraduate and graduate work must be submitted. An official transcript indicating receipt of a baccalaureate degree from an accredited college or university is required. Applicants currently in undergraduate programs will be required to submit an official transcript of final grades indicating completion of coursework and awarding of the degree within 30 days of the first semester of enrollment. Applicants with a GPA less than 3.00 are encouraged to schedule an appointment to meet with a graduate admissions counselor.

**Note:** *St. John Fisher College alumni may indicate on their application permission to allow the Graduate Admissions Office to request their official transcript from the Registrar's Office.*

**Personal Goals Statement:** The admissions committee values a well-developed personal statement that speaks to an applicant's specific professional plans and career objectives. The quality of the student's statement is an indication of the ability to express thoughts clearly. Applicants should provide information about yourself, your goals and plans for the future, and reason for graduate study in your chosen field. The personal statement should be approximately 300-500 words in length.

**Letters of Recommendation:** Applicants for admission must submit two letters of recommendation. The letters should evaluate the applicant's capacity to undertake a rigorous academic program. Applicants who are current students or recent graduates must submit at least one recommendation from a college instructor. The person making the recommendation should have knowledge of the requirements of graduate-level work. Recommendations from personal friends or family members will **not** be accepted.

*The following programs have specific requirements for the Letters of Recommendation:*

- **M.S.Ed: Educational Leadership:** The applicant must provide two letters of recommendation from certified school administrators familiar with the applicant's potential to be successful as an educational leader.
- **M.S. in Nursing:** Two letters of recommendation must be submitted by individuals who are **qualified at the master's or higher level.**

**Current Résumé:** A current résumé should be submitted.

**Standardized Tests:** Each graduate program has unique requirements with regard to standardized admission tests. Please refer to the individual program descriptions for details.

#### **Certifications and Licenses:**

- For students applying for education programs seeking professional certification, a copy of the teaching certificate is required
- For students applying to the M.S. in Nursing, a copy of the New York State R.N. license is required.

**International Applicants:** Refer to [International Student Admissions](#) page.

**\*Note:** *All documents submitted in support of an application for admission become the permanent possession of St. John Fisher College and cannot be returned to the applicant or forwarded to a third party.*

## **Policy for Admissions Review Involving Prior Convictions, Pending Criminal Charges, and Prior Suspensions/Dismissals**

St. John Fisher College recognizes its role in maintaining a safe community for its students and College employees. As part of this effort, applicants for admission to the College (undergraduate or graduate) are required to disclose any prior criminal convictions or pending criminal charges (felony or misdemeanor, with the exception of any proceedings involving "youthful offender adjudication" as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) as well as any past disciplinary suspensions or dismissals from higher educational institutions. Additional review may be required for those applicants seeking admission to programs in the Wegmans School of Nursing, the Wegmans School of Pharmacy, or the Ralph C. Wilson, Jr. School of Education.

Prior criminal or disciplinary actions are not an automatic bar to admission. The College recognizes that automatically depriving past offenders of an education may not be in the best interest of the individual, the educational mission of the College, or society at large. However, this recognition must be balanced against the College's need to carefully evaluate and determine the possibility that admission or presence of the student on campus poses an undue risk to the safety, security or welfare of the College or the College community, or is otherwise, on balance, not in the College Community's best interest. While the Committee will exercise its judgment in a thoughtful, rational manner, in the end, the decision of the Committee as to whether or not to recommend admission is in the Committee's absolute and sole discretion.

**In all cases in which an applicant to the College has a criminal conviction, pending criminal charges, or has been suspended or expelled from an institute of higher education, additional information will be requested and reviewed**

by the Admissions Special Review committee.

### **Continued Self-Disclosure**

After being admitted and prior to matriculation, any pending charges in any state or country or the conviction of a crime (felony or misdemeanor, with the exception of any proceedings involving “youthful offender adjudication” as defined in NYS Criminal procedure Law Section 720.35 or any conviction sealed pursuant to NYS Criminal procedure Law Sections 160.55 or 160.58) must be reported to the College. This requirement continues throughout the period of enrollment at St. John Fisher College (including between semesters).

### **Penalty for Failure to Self Disclose**

Failure of the applicant to self-disclose criminal convictions, pending charges or suspensions/dismissals from a higher educational institution on the admissions application or during any period of enrollment (including between semesters) is a falsification of the record. Upon discovery of such failure to report, the following actions will take place:

- If the applicant is not yet enrolled, the offer of admission to the College may be rescinded;
- If enrolled, the student will be subject to the student conduct process which may include an interim student conduct action and other penalties up to and including expulsion.

## **Deferral of Admission & Readmission**

### **Deferral of Admission & Readmission**

Admitted students who wish to delay their entrance may do so for one semester. Students may request a deferral by contacting the Office of Graduate Admissions. Students who do not request a deferral must reapply with the Office of Graduate Admissions when they are ready to begin their studies.

### **Readmission**

Readmission is required for any graduate student who did not register and complete a course at St. John Fisher College for more than three consecutive semesters or was accepted but did not enroll or update his or her application status. Program directors consider every readmission request on its merits and retain the right to grant or deny admission for a future term.

The process for readmission is:

**Application:** Complete and submit the online application or the application form (pdf) found at: [www.sjfc.edu/admissions/graduate/apply](http://www.sjfc.edu/admissions/graduate/apply) for the semester you are applying for.

**Transcripts:** Submit official transcripts from the each college and/or university that you attended **since** you last attended St. John Fisher College.

**Note:** Previous St. John Fisher College (SJFC) students may indicate on their application permission to allow the Graduate Admissions Office to request their official SJFC transcript from the Registrar's Office.

**Personal Goals Statement:** Applicants should provide information about yourself, your goals and plans for the future, and reason for graduate study in your chosen field. Applicants should also indicate why they left the graduate program and why they would like to return at this time.

**Resume:** Applicants should submit an up to date resume

**Meeting:** Readmission applicants may be required to meet with the program director to discuss educational goals, their decision to return to St. John Fisher College, and to map out a long range academic plan.

Once the readmission application is complete, it will be forwarded to the program director for review. Admissions decisions are mailed to applicants within three weeks after the application is complete

## **International Student Admissions**

The presence of international students is regarded as a great source of cultural enrichment for the College community. The international insight and experience brought to the various graduate classrooms and the opportunity for American students to develop friendships with persons from widely divergent cultures have the potential to enhance the graduate experience. All international students studying at St. John Fisher College with student visas must enroll full-time (9 credits) each semester to comply with the regulations of the U.S. Immigration Service. International students have limited employment opportunities. Therefore, the applicant should not look to on-campus employment, either part-time during the academic year or full-time during official break periods, as a significant means of support while at the College.

### **Applicants for Graduate International Study must submit the following:**

- Completed **Application Form [pdf]** or **Online Application**. The application must be signed and dated and all required information must accompany the application when it is submitted.
- Non-refundable application fee of US \$30 payable to St. John Fisher College
- Course by course credit evaluation for their college transcripts from an approved international transcript evaluation

service such as [World Education Services](#)

- Results of the Test of English as a Foreign Language (TOEFL) if a student's first language is not English. The minimum acceptable score on the TOEFL is 550 (paper-based) or 213 (computer-based) for graduate study. For the Internet-based test, an applicant will need to score at least an 80. Results of the International English Language Testing System (IELTS) are also accepted. The minimum acceptable IELTS score is 6.5. **Note:** *Foreign students who have received their undergraduate degrees from institutions in the United States are exempt from the TOEFL and IELTS.*
- Required test scores for specific Graduate Programs (GRE or GMAT)
- Submission of Personal Goals Statement
- Two letters of recommendation
- A current résumé

Once the items above have been received, an admissions decision can be made.

Additional items required for international applicants can be found online through the [Graduate Admissions](#) page. Information and documentation required for accepted international students can be found on the [International Student Services](#) site.

## Student Designations

Graduate students are admitted with a certain status, depending upon the specific application decision and the student's individual circumstances. The admissions committees try to select candidates who are not only academically strong but who can benefit from the program and who will also contribute significantly to the learning experience of their peers. The admission decision will be based on an evaluation of all criteria rather than upon academic record alone.

### Matriculated

Applicants who meet the program admission requirements qualify for matriculated status.

### Conditionally Matriculated

Applicants who marginally meet the admission standards but appear to have potential for success in the program based on other evaluation criteria may be matriculated with conditional status. Conditional students can take courses for a maximum of two semesters and should meet with the program director at the end of each semester to discuss their plan and progress. At the conclusion of the second semester, the program director may remove the conditional status for students with a cumulative GPA of 3.00 or higher. All conditional students with a cumulative GPA below 3.00 will be referred to the Graduate Academic Standing Committee for consideration. The committee may place a conditional student on academic probation or dismiss the student from the program.

### Provisionally Matriculated

Students are admitted on a provisional basis if supporting documentation is not complete at the time of admission. If all admission components are not in place by the date specified in the letter of acceptance, these students may not be allowed to register for any subsequent courses until their application is complete. Official degree-bearing transcripts must be submitted and received within 30 days of the first day of class of the semester a student matriculates. If you do not submit complete transcripts by this time, you may be withdrawn from Fisher and not allowed to re-enroll until these transcripts have been received by the Office of Graduate Admissions. Full graduate standing is granted when the documents are received in the Office of Graduate Admissions by the date specified in the letter of acceptance.

### Non-Matriculated

Students with baccalaureate degrees from accredited undergraduate colleges may register for graduate coursework on a space available basis. These individuals must submit a transcript from the undergraduate institution indicating completion of a bachelor's degree and must complete a Non-matriculated form. Non-matriculated status does not indicate acceptance into a graduate program at Fisher. Students may be non-matriculated for only one semester and enroll in no more than six credits, after which they must submit an application for admission. Financial aid is not available to non-matriculated students.

### Continuous Matriculation

Maintenance of matriculation requires the successful completion of at least one graduate-level course at Fisher during the calendar year. Pre-approved transfer credit may be used to meet this requirement for continuous matriculation. Degree requirements existing at the time of admission will remain in force if the student maintains continuous matriculation. A student who discontinues enrollment for more than two semesters must apply for readmission. The student must meet any new requirements for admission, as well as any new requirements for the degree.

## Catalog and Degree Requirements

Students will be certified for graduation based on completion of the degree requirements in force in the catalog under which they were admitted to the College in matriculated status unless otherwise noted. Requests to change to a subsequent catalog must be submitted in writing to the Registrar's Office. Graduate program directors have the discretion and authority to make course

substitutions or modifications to ensure the integrity of their programs.

The time frame for degree completion includes the time spent in non-matriculated status. For programs requiring fewer than 60 credits, a student must finish the degree within six years of completion of the first Fisher graduate course. For programs requiring 60 or more credits, students must finish the degree within eight years of completion of the first Fisher graduate course. Only the program director and provost or his designee can grant exceptions. Students granted extensions may be required to repeat certain previously taken courses.

## Leave of Absence

Students whose progress is interrupted due to an approved leave of absence will continue to follow their original catalog upon their return to the College. If the program has been substantially modified, graduate program directors have the discretion and authority to make course substitutions or modifications to ensure the integrity of their programs and facilitate the transition of these students or to require that the students follow the program requirements in the catalog in force when the students return to the College.

## Program Change

### Change Within a Program

Applicable to current students requesting a change within a program such as:

- MBA concentration
- Literacy program grade level
- Nursing program

To request a change as indicated above, students must complete the Graduate Academic Change form available in the Registrar's Office. Upon signature from the graduate program director, the form is submitted to the Registrar's Office for approval. If the change is approved, the Registrar's Office will update the student's record. Students are advised to verify the program change in **Fish 'R' Net**, complete a new degree evaluation, and update their long-range plan.

### Complete Change of Program

If an enrolled student wishes to completely change from one major into a different major (for example; M.S. in Special Education to M.S. in Literacy Education), they must apply to the new program through the Office of Graduate Admissions.

Students can apply to the new program online at: [www.sjfc.edu/admissions/graduate/apply](http://www.sjfc.edu/admissions/graduate/apply). A typewritten statement supporting the student's interest in changing into a new program must accompany the application form. In some cases, new letters of recommendation and other materials may be requested. Students are advised to contact the Office of Graduate Admissions to confirm application items required for submission. Complete applications are forwarded to the Admissions Committee for a decision. If accepted, the student must withdraw from his or her current program and submit an enrollment deposit for the new program. The student will be assigned a new advisor upon deposit. The Registrar's Office will be notified so that the student's record may be updated. Students are advised to verify the program change in **Fish 'R' Net**, complete a new degree evaluation, and update their long-range plan.

## Enrollment

Once admitted to St. John Fisher College, students can expect to continue in attendance at the College as long as they maintain satisfactory academic standing, meet their financial obligation to the College, and do not seriously or persistently violate existing College regulations (see the Student Conduct website at [www.sjfc.edu/student-life/conduct](http://www.sjfc.edu/student-life/conduct)).

St. John Fisher College expects all students to conduct themselves professionally, as befits those pursuing an advanced degree. Any student who engages in disruptive behavior may be subject to disciplinary action. Academic dismissal from the College occurs only after appropriate review and according to established College procedures.

Students are considered full-time if they are enrolled in nine or more graduate credits in a semester. Students are considered part-time if they are enrolled in fewer than nine graduate credits in a semester.

**Note:** For financial aid purposes, twelve credits is considered full-time and nine credits is considered three-quarter-time.

## Immunization Requirements

All entering students are required to provide a completed Health History form with a physical as well as a record of current immunizations. These documents must be presented to the Wellness Center prior to course registration. The New York Public Health Law requires post-secondary students attending colleges and universities to demonstrate proof of immunity against measles, mumps, and rubella. All undergraduate and graduate students taking 6 credits or more must comply. The law applies to persons born on or after January 1, 1957. Nursing, Pharmacy and students in the Mental Health program born before January 1, 1957 must show proof of immunity to rubella. Proof of immunity to measles, mumps, and rubella means the following:

- Measles (Rubeola): Two doses of live measles vaccine given on or after the first birthday or physician-documented history of disease or serological evidence of immunity.

- Rubella (German Measles): One dose of live virus rubella vaccine given on or after the first birthday or serological evidence of immunity.
- Mumps: One dose of live mumps vaccine given on or after the first birthday or physician-documented history of disease or serological evidence of immunity.

New York State Public Health Law also requires that all college and university students enrolled for at least six credits complete and return the Meningococcal Meningitis Vaccination Response form.

Proof of immunization compliance is required prior to course registration.

## Financial Information for 2015-2016

### Tuition and Fees for Summer 2015–Spring 2016

#### Master's Programs

Master of Business Administration (MBA)	\$990/credit
All Other Master's Programs	\$860/credit
Comprehensive Fee	\$10/credit

#### Doctoral Programs

Doctor of Nursing Practice (D.N.P.)	\$1,200/credit
Ed.D. in Executive Leadership	\$1,265/credit
D.N.P. and Ed.D. Comprehensive Fee	\$10/credit
Pharmacy	\$37,165/year
Pharmacy Per Credit Hour Rate <sup>1</sup>	\$1025/credit
Pharmacy Comprehensive Fee	\$200/year
Pharmacy Fee	\$285/year

#### Course Fees

GMHC 610 Adult Lifestyle & Career Counseling	\$50
GNUR 571 Diagnostic Reasoning-Assessment	\$240

#### Miscellaneous Fees

Application Fee	\$30
Check Replacement Fee	\$35
Late Course Change Fee	\$50
Late Payment Fee	\$200
Reinstatement Fee	\$300
Returned Check Fee	\$38
Student Health Insurance (voluntary enrollment)	\$2475/year
Study Abroad Fee	\$350
Vehicle Registration Fee	\$50/year



<sup>1</sup> Requires Dean's approval.

**NOTE:** All rates are subject to change.

## Payment Policy

All student accounts must be settled by the date established by the College each semester. An account is considered settled when it reflects a credit or zero balance. This can be achieved by any combination of the following:

- Establishing adequate financial aid
- Setting up a payment plan
- Paying the balance in full
- Submitting the Payment/Reimbursement from Employer Plan (PREP) form
- Arranging for direct billing to your employer

More information about these options can be found online at: [www.sjfc.edu/campus-services/accounts](http://www.sjfc.edu/campus-services/accounts). Students will receive a financial aid deferment of the amount they are borrowing once their loan approvals are received by the Financial Aid Office.

Students whose bills are not settled may not be allowed to drop or add classes, move into residence halls, participate in College-sponsored activities, obtain an email account or ID card, use the library, access their meal plan account, access the Athletic Center, or work or park on campus. Additional restrictions may also be imposed.

The College reserves the right to transfer past due accounts to an external collection agency when internal efforts have been exhausted. Collection costs and other legal fees incurred will be billed to the student account and become the responsibility of the student.

## Penalties

The College reserves the right to deny admission or registration to any person who has not paid in full all outstanding financial obligations to the College. The College may, at its sole discretion:

- Refuse to admit or register the student
- Cancel the student's registration
- Bar the student from attending class
- Remove the student from residence housing
- Withhold the student's transcripts and diploma

## Payment Plan

St. John Fisher College allows students to finance their balance over the course of the semester. Students/families that choose to establish a payment plan must enroll online and set up automatic deductions from a checking account, savings account, MasterCard, Discover Card, or an American Express Card. There is a \$40 enrollment fee per semester. A 2.7% convenience fee will be charged to those who choose to pay by credit/debit card.

## Payment/Reimbursement from Employer Plan (PREP)

The Payment/Reimbursement from Employer Plan, or PREP, enables students to defer the amount of tuition and fees that their employer indicates it will pay. Students who qualify to use PREP to defer their tuition will not be required to submit payment until the semester has ended and grade reports are available. PREP is only available to students who are in good financial standing with the College and who receive payment of their tuition from their employers.

If Student Accounts does not receive payment for the balance in full by the deadline, a late fee of \$25 per credit hour will be assessed. St. John Fisher College reserves the right to rescind or refuse this payment option if the College is notified that the student is no longer eligible to receive tuition benefits. Failure to earn a required minimum grade in order to receive payment from an employer and/or withdrawal from a class does not excuse the student from being charged all applicable tuition and fees for that semester.

### Direct Billing to Your Employer

Your balance may be deferred if your employer will pay the College in full upon receipt of a bill. To obtain this deferment, submit a letter from your employer stating this, and a bill will be generated directly to your employer for payment.

### Forms

Further details and downloadable forms can be found at [www.sjfc.edu/campus-services/accounts](http://www.sjfc.edu/campus-services/accounts). For more information, please contact Student Accounts by phone at (585) 385-8061 or by email at [studentaccounts@sjfc.edu](mailto:studentaccounts@sjfc.edu).

## Refund of Overpayment on Student Account

An overpayment refund is processed only when there is an actual credit balance on a student account. If the application of loans, scholarships, grants, or any other payment creates a credit balance, a refund will be generated. Students will be notified by email that a refund has been generated and will be informed of when and where it will be available.

# Refund Policy

Students who withdraw (from all courses or from an individual course) will be charged tuition on a proportionate basis according to the schedules below based on the part of term for the course. The term “refund” below refers to the percentage of the tuition reduction. Fees are not refundable. As such, the percentage of any payment and/or aid that may be returned to you (if any) may be different.

A student who is considering withdrawing from the College or dropping a class is strongly encouraged to discuss implications with his/her advisor.

For refunding purposes, the 1st week is defined as the first 7 calendar days in the term. Ex: If classes start on a Tuesday, the first week runs from Tuesday through Monday of the following week.

## Refund Schedules

### Full Term Courses\* (Part of Term 1)

Withdrawal in the 1st Week	100% Refund
Withdrawal in the 2nd Week	80% Refund
Withdrawal in the 3rd Week	60% Refund
Withdrawal in the 4th Week	50% Refund
Withdrawal in the 5th & 6th Week	20% Refund
Withdrawal after the 6th Week	0% Refund

*\*Excludes Pharmacy Program*

### Weekend Courses\* (Part of Term A & B)

Withdrawal before 2nd class	100% Refund
Withdrawal before 3rd class	75% Refund
Withdrawal before 4th class	50% Refund
Withdrawal before 5th class	25% Refund
Withdrawal after 5th class	0% Refund

**Note:** Each weekend consists of two class meetings; one on Friday and one on Saturday. Example: if a student attends the first weekend, then they have attended two class meetings and will be refunded 75% of the tuition.

*\*Ed.D. students are required to return their laptops and books upon withdrawal. Failure to do so will result in additional charges.*

### Other Courses (Part of Term 7A, 7B, X, & Z)

Withdrawal in the 1st Week	100% Refund
Withdrawal in the 2nd Week	75% Refund
Withdrawal in the 3rd Week	50% Refund
Withdrawal in the 4th Week	25% Refund
Withdrawal after the 4th Week	0% Refund

### Pharmacy Program\* (Part of Term P)

Withdrawal before 1st day of class	100% Refund
Withdrawal after 1st day of class	0% Refund

*\*Students wishing to withdraw from the Pharmacy Program must notify the Office of Student Affairs & Advocacy in writing of their intentions.*

### Special Parts of Term (Part of Term S)

Withdrawal prior to 10% completion point	100% Refund
10% - 19.9% completion point	75% Refund
20% - 29.9% completion point	50% Refund
30% - 39.9% completion point	25% Refund
At the 40% completion point	0% Refund

## Return of Title IV Funds

The Federal Government specifies how St. John Fisher College determines the amount of Title IV program assistance a student earns when they withdraw from the College. The Title IV programs that are covered by this law are: Federal PELL Grants, TEACH Grants, Federal Direct Student Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs) and Federal Perkins Loans.

When a student who is a Title IV Fund recipient withdraws, the amount of Title IV funds earned is based on the amount of time the student spent in academic attendance. Up through the 60% point in each payment period or period of enrollment, a pro rata schedule is used to determine the amount of Title IV funds the student has earned at the time of withdrawal. After the 60% point in the payment period of enrollment, a student has earned 100% of the Title IV funds.

For complete details on the return of Title IV funds when a student withdraws, please review our [Return of Title IV Funds Policy \[pdf\]](#).

Title IV fund recipients who are withdrawing from classes that are part of two 6 or 7-week modules should review our [Part of Term Withdrawal Policy \[pdf\]](#).

## Return of Non-Title IV Funds

When a student withdraws who has paid using non-Title IV funds, any credit balance resulting from refund calculations will be returned to the student.

## Financial Aid

Financial aid is available to matriculated students who are taking at least six credit hours per semester. In order to be given full consideration for all types of financial aid programs available at St. John Fisher College, students must file the Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA online at [www.fafsa.gov](http://www.fafsa.gov). Students should file at least one month prior to the beginning of the academic term for which they wish to receive financial assistance.

St. John Fisher College operates a full-time office with financial aid representatives who will work with you to determine how to fulfill your particular financial needs. These individuals have access to information relative to the various financial aid programs. Graduate students should contact Fisher's Financial Aid Office at **(585) 385-8042** at the earliest possible time. To assist graduate students in planning for and achieving their academic objectives, the College offers the following:

### TEACH Grant

This federal grant program awards funds to eligible students who intend to teach and fulfill a required service agreement. For information on amounts and eligible majors, please visit Financial Aid's [Graduate TEACH Grant page](#).

### Federal Direct Student Loan Program

The William D. Ford Federal Direct Student Loan Program and Graduate PLUS Loan Program provide low-interest long-term loans to matriculated students enrolled at least half-time for education expenses. The lender of these loans is the federal government and repayment is to the U.S. Department of Education.

For further information on amounts, fees, and interest rates, please visit Financial Aid's [Federal Direct Student Loan and Graduate PLUS Loan Programs page](#).

## Standards of Academic Progress for Graduate Financial Aid Recipients

Graduate students are considered to be making satisfactory academic progress for federal aid eligibility as long as they are in



good academic standing according to institutional standards.

For purposes of computing academic standing, quality points are assigned to letter grades as follows:

Grade	Points Per Credit
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00
F	0.00

Graduate-level students are considered to be in good standing if their cumulative GPA is 3.00 or higher at the end of each semester.

#### Standards of Academic Progress Cumulative Grade Point Average:\*

Semester Credit Hours Earned Toward Degree	0–6	7–12	13–21	22+
Good Standing:	3.00	3.00	3.00	3.00
Probation:	2.00–2.99	2.50–2.99	2.75–2.99	—
Academic Dismissal with GPA Below:	2.00	2.50	2.75	3.00

*\*Averages will not be “rounded.” For example, 2.99 will not be rounded to 3.00.*

The Graduate Academic Standing Committee reviews student records each semester. If the Graduate Academic Standing Committee determines that a student has failed to meet the standards, the Committee reserves the right to withdraw the student from its program. If a student is withdrawn from the program, he or she is no longer eligible for federal and state financial aid.

Students who graduate or drop below half-time status are required by the federal government to complete exit counseling online at [StudentLoans.gov](https://studentloans.gov) if they borrowed a Federal Direct Student loan. Federal TEACH grant exit counseling can be completed at [www.nslds.ed.gov](https://www.nslds.ed.gov). Failure to do so may result in the withholding of their diploma and/or academic transcript.

## Privately Funded Scholarships

A small number of privately funded scholarships are available to graduate students in good academic standing who meet the criteria designated by the donor(s) of the scholarship. Students eligible to apply for any of these scholarships will be notified and asked to fill out the proper paperwork.

A complete listing of scholarships can be found on the [Alumni Scholarships page](#).

## New York State Aid

Recipients must be in good academic standing in accordance with the commissioner’s regulations and must not be in default of a loan guaranteed by the New York State Higher Education Services Corporation.

For eligibility requirements, application process and award information on the following:

- Senator Patricia K. McGee Nursing Faculty Scholarship
- Veterans Tuition Awards
- NYS Math and Science Teaching Incentive Scholarship
- NYS Aid to Native Americans
- Segal AmeriCorps Education Award

Please visit <https://www.hesc.ny.gov/pay-for-college/financial-aid/types-of-financial-aid.html>.

# Services & Facilities

## Career Center

The Career Center provides a comprehensive menu of services to assist graduate students in all phases of the career development process including: goal identification, decision making, career planning and job search. Regardless of your starting point, the Career Center can provide assistance. Evening and daytime appointments are available to graduate students.

Through the Career Center, graduate students can obtain guidance regarding career choices, explore ways to gain work-related experience, make meaningful connections with alumni and employers, and learn the latest job search strategies.

Graduate students and alumni can remain informed by visiting the [Career Center website](#) for programs and resource information.

## Career Counseling and Resources

Individual counseling is available to assist students in identifying, refining, or affirming a chosen career direction through the use of assessment activities and inventories, including the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI). Students can also take advantage of individual meetings for assistance with their resume and job search. As a graduate student, it is important to be proactive and utilize the resources of the Career Center early.

### Online Resources

CareerZone – the Career Center’s online database that contains a number of features and resources: employer directory, job listings, workshops/events, on-campus interview schedules, career guides, and more.

CareerShift – an advanced job search tool that delivers search results from numerous career sites, company web pages, and job boards. Through the Career Center, Fisher students and alumni have free access to this site.

Fisher Connects – available through CareerZone is an alumni database of dedicated professionals who can assist students with career exploration, internships, job search advice, industry insight, and networking.

Alumni LinkedIn Group – an active group where students can connect to alumni in various fields for networking and career advice. The LinkedIn Alumni Group has over 3,195 members representing numerous industries.

Career Guides – on topics such as personal statements, job searching, networking, interviewing, cover letters, references, and sample résumés are all available online and in print.

Research Links – to specific careers, industries, salary information, job outlook, and professional associations are available online.

## Workshops and Events

Each semester the Career Center hosts a number of workshops for students on a range of career-related topics such as: Effective Resume Writing, Job Search Strategies, Interviewing, Networking, Utilizing Social Media in Your Job Search, and Choosing a Major.

## Career Fairs

The Career Center hosts annual recruiting events that include: Accounting Fair, Nursing Fair, and the Spring Career and Internship Fair. Additionally, in collaboration with a local college consortium, Fisher sponsors the Rochester area career fairs and Teacher Recruitment Day (TRD).

## On-Campus Recruiting

The On-Campus Recruiting Program provides students with the opportunity to interview with recruiters and hiring managers throughout the academic year. Additionally, employer Information Sessions are open to all students, offering visibility and exposure to recruiters and potential career paths.

## Job Postings

Job postings are updated daily from local and national employers that include: full-time, part-time, internships, work-study positions, and seasonal employment opportunities. All postings are available on the Career Center’s online database, CareerZone, which can be accessed by all students and alumni.

The Career Center is located on the ground floor of the Lavery Library in room 104.

## College Store

The College Store, located on the first floor of the Campus Center, offers new, used, rental, and digital textbooks, course

materials, supplementary reading materials, and a book buy-back service. The College Store also offers a full line of supplies, such as toiletries, stationery, gifts, and clothing. If a student is unable to visit the store during open hours, the bookstore can arrange to send books via UPS. The College Store maintains a website, <http://sjfc.bncollege.com>, where students can reserve textbooks, view store hours, and obtain general information about products sold at the store.

## Dining Services

Lackmann Culinary Services is contracted by the College and offers several options for dining on campus. All venues accept board meal plans, Cardinal Cash, cash, and major credit cards. Special dietary needs are accommodated by contacting the Dining Services Director. Current hours of operation, menus, monthly newsletters, and calendars are posted on the Dining Services website: [www.sjfc.edu/student-life/dining](http://www.sjfc.edu/student-life/dining).

Meal plan participants present their ID cards for each meal transaction. All resident students must participate in a meal plan. In addition, commuter students have the option of purchasing a commuter meal plan.

Commuter students, faculty, and staff may use cash, credit cards, or utilize our Cardinal Cash declining balance option.

Meal plans and Cardinal Cash are nontransferable.

### Lackmann Dining Facilities

#### Ward-Haffey Dining Hall

Open 7 days a week offering dine-in “all-you-care –to-eat” meals. Several stations include soup/salad, Oriental stir-fry, pasta and pizza, hot entrees, deli and desserts.

#### Murphy Dining Hall

Open 5 days a week offering dine-in “all-you-care-to-eat” breakfast and dinner.

#### Cyber Café

This trendy café, located in the Golisano Gateway, is a great place to grab a quick bite during a break from class or on your way. The café offers Starbucks coffees, fresh baked pastries, hot breakfast sandwiches, Grab & Go salads and sandwiches, soups, snacks, and who can forget the tempting desserts!

#### Cardinal Café

Located in Michaelhouse, the Cardinal Café offers a variety of Grab & Go foods with healthy eating in mind, paninis, smoothies, and fresh baked goods to compliment Starbucks Coffees.

#### Fishbowl

This diner-style menu offers the perfect place to hang out with friends and enjoy a burger, fries, milkshake, or sandwich. The Fishbowl, located in Michaelhouse, is a student fave for late night study breaks!

#### Pioch Commons Café

The Pioch Commons Café offers a convenient Grab & Go location featuring Finger Lakes Coffees, and favorites from Cyber and Cardinal Cafés.

## Disability Services

St. John Fisher College is committed to assisting students with documented disabilities who are otherwise qualified for admission to the College, in compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended). Students with documented disabilities (physical, learning, and/or psychological) who may need academic accommodations are advised to refer to the disability services information on the Academic Affairs website ([www.sjfc.edu/campus-services/academic-affairs/disability](http://www.sjfc.edu/campus-services/academic-affairs/disability)). For additional information, students may call or make an appointment with the Coordinator of Disability Services in the Disability Services Office, Kearney 300, (585) 385-5252.

### Accommodations for Students with Disabilities

Requests for accommodations must be made in a timely manner, be supported by appropriate documentation/diagnosis, and be determined reasonable by St. John Fisher College. Students with disabilities must meet the standard academic requirements to be considered for admission and must also attain the same competencies in all courses as all other students. The objective is to accommodate the functional limitations of the student's disability while maintaining the integrity of the College's courses and programs. Disability information provided to the College is shared only with College personnel who work together in a cooperative effort to provide reasonable accommodations to students with documented disabilities. Final determination for providing reasonable accommodations rests with St. John Fisher College, based on the relevant documentation/diagnosis information submitted by the student. Academic accommodations at the graduate level vary by academic program.

In the event that a student wishes to appeal a College decision in response to a request for a reasonable accommodation, the student must submit a written appeal to the Office of Academic Affairs indicating the basis for the appeal within 20 calendar days of notification of the initial decision. The appeal will be forwarded to the appropriate College officer (the appropriate school dean for academic-related requests; the dean of students for non-academic-related requests). The Office of Academic Affairs will forward to the College officer receiving the appeal all documentation and related information submitted to the College in support of the request. The officer hearing the appeal may request additional information from the student, as well as seek expert opinion from sources outside the College. The student must cooperate if the opinion of an additional expert is sought. The officer hearing the appeal will meet with the student to discuss the request and may interview other individuals who have information relevant to the request. After reviewing the documentation and meeting with the student, the officer hearing the appeal may modify or sustain the original decision regarding the request for accommodation. The decision regarding the appeal will be made within 30 calendar days of receipt of the appeal.

Additional information about the College's policy and procedures for compliance with Section 504 of the 1973 Federal Rehabilitation Act and Title III of the 1990 Americans with Disabilities Act (ADA, as amended) can be obtained from the Disability Services Office in Kearney Hall.

## Early Learning Center

On-campus child care facilities are available for children of Fisher students, faculty, and staff at the Early Learning Center. Limited community enrollment is available. The Center, located in Murphy Hall, is a fully licensed day care center, offering a nursery school program for preschoolers, toddler care, and after-school care. Both full-time and part-time enrollment is available.

For more information, please contact the Early Learning Center directly at **(585) 385-8327** and ask for the director.

## Health & Wellness Center

The Health and Wellness Center is located in the Wegmans School of Nursing building and is open during the academic year Monday through Friday from 9 a.m. until 5 p.m.

The Health and Wellness Center provides medical and counseling services. Medical services are intended to supplement the services received from your primary care physician/provider and include health care for common, uncomplicated medical illnesses, health education, and health maintenance. Students can also arrange to have their prescriptions delivered to the Health and Wellness Center to pick up. In addition, chiropractic health care is offered at the Health and Wellness Center by New York Chiropractic College.

### Appointments

Appointments are encouraged, but walk in appointments may also be available. Visits to the Health and Wellness Center are confidential. Please call the office at (585) 385-8280. The center is unable to make appointments through email. Don't forget your St. John Fisher College ID card and health insurance card!

### Emergencies

If there is an on campus emergency, students should contact Security at **(585) 385-8111**. If it is an off-campus emergency students should call 911.

### Medical Excuses

The Health & Wellness Center does not provide medical excuses for classes missed due to temporary illnesses. Students who will be absent from classes for three days or more due to extenuating circumstances such as illness or family emergency should contact the Office of Academic Affairs **(585) 385-8034** or email [academicaffairs@sjfc.edu](mailto:academicaffairs@sjfc.edu) for an official notification to be sent to the student's instructors. The student should follow up with his/her instructors as soon as possible.

## Student Health Insurance

All students who pay the College's comprehensive fee are eligible to use the services of the Health and Wellness Center. The comprehensive fee covers insurance co-pays for all medical visits. Your health insurance company will be billed for all medical office visits.

If you have health insurance, you will need to bring your Fisher ID card and health insurance card for each visit to the Health and Wellness Center. Doing so will ensure that we have the correct information to bill your insurance company for our fees.

All students without health insurance coverage will be charged \$25 for each medical visit to the Health and Wellness Center. The College will bill students for such medical health care visits. If any students are unable to pay the \$25 office visit fee, they may declare medical hardship status. Medical hardship status is granted on a case-by-case basis.

*\*For 2015-16, there will be no charge for counseling services provided by our licensed mental health counselors or for chiropractic services provided by the NY Chiropractic College.*

## Mandatory Health Requirements

New York State Public Health law requires post-secondary students taking six or more credit hours enrolled in colleges within

New York State to provide proof of immunity against measles, mumps, and rubella and to complete and sign a Meningitis Response form indicating whether they have had the meningitis vaccine or have made a decision not to have it. Students born prior to January 1, 1957, still need to complete and sign the Meningitis Response form but are exempt from the measles, mumps, and rubella requirements except for students enrolled in programs requiring clinical rotations in a healthcare facility (e.g., nursing, pharmacy, and mental health students). If a student fails to submit the required proof of immunizations within 30 days after the start of classes, he or she will be withdrawn from classes until proof of immunity is submitted. A fee of \$300 will be assessed for reinstatement to classes. In addition to measles, mumps, and rubella immunizations, the American College Health Association strongly RECOMMENDS that students entering college be vaccinated against tetanus, diphtheria, polio, varicella (chickenpox), hepatitis B, and meningitis.

## Library

The Charles J. Lavery Library meets the information needs of 21st-Century students. A blend of traditional and electronic resources covering a broad range of subjects is available to the Fisher community. The library's print collection is complemented by an extensive offering of online scholarly resources available at: [www.sjfc.edu/library](http://www.sjfc.edu/library).

Information resources include 300,000 volumes and access to approximately 40,000 print and electronic periodical titles.

The library provides a variety of study venues. Individual and group study areas, a computer lab, and a floor designated for quiet study make the library a popular spot on campus for research, meetings, and instruction. It is also a great place to relax with comfortable furniture; popular books, magazines, and DVDs; and well-stocked vending machines.

## Research Assistance

Professional librarians welcome students to the library Help Desk during day and evening hours. There is also a 24/7 online chat reference service. Our librarians are information specialists committed to the academic success of all students. Individual research guidance is available by appointment.

## Learning Commons

The Learning Commons supports student learning, research, and use of technology. This state-of-the-art facility enables students to conduct research and produce projects in one location, steps away from a Help Desk staffed by technology students and Librarians. In the Learning Commons, students have access to 36 PC workstations, 5 Macintosh multimedia workstations, and 3 group workstations. Throughout the library there are 38 additional PC workstations as well as Wi-Fi. Students may also borrow laptops at the Information and Checkout Desk for short-term use in the library.

## Curriculum Center

Geared toward educators and pre-service educators at all levels, the Curriculum Center occupies 1,250 square feet on the Lower Level of Lavery Library. The Center simulates the typical K-12 school library, and offers a range of fiction, non-fiction, school textbooks, and lesson-planning resources all aligned with NYS Standards. Ample work space, combined with ready access to materials and the professional assistance of the Education Librarian, provides an ideal environment for project and lesson development.

## Instruction

Librarians welcome opportunities for instructing groups or individuals and offer current instruction in the use of all types of information sources. Classes in information literacy are taught in all subject areas using hands-on techniques and active learning.

## Interlibrary Services

Lavery Library Interlibrary Loan is a free service provided to the Fisher community. The library is a member of the Rochester Regional Library Council, which represents a collection of more than 3,400,000 titles, as well as the IDS Project, which represents the collections of over 65 academic libraries in New York State. Lavery Library works within these two associations to swiftly provide quality resources not owned by this library. Lavery Library's Interlibrary Loan service also extends beyond the region to obtain resources from national and international libraries.

## Math/Computer Science Help Center

The Math/Computer Science Help Center, located on the third floor of the Academic Gateway, offers free one-on-one and group instruction by peer tutors. The Center is open on a daily, walk-in basis Monday through Thursday, 9 a.m. to 6 p.m., and Friday, 9 a.m. to 12 Noon. College networked computers provide access to the Internet, as well as to many software applications used in various current mathematics, science, and computer science courses. The Center provides an ideal place for individual and collaborative study with expert help close at hand.

## Office of Information Technology

The Office of Information Technology (OIT) provides technical support for the College. This includes managing and maintaining

the computer labs, Instructional Technology Enhanced Classrooms (ITEC), multimedia equipment, faculty and staff computers, printers, and software on campus. OIT also supports the College's telephone and network infrastructure, servers, and administrative applications.

## Service Desk

The OIT Service Desk is available to assist you with your technology questions and is the primary contact for all support issues. Contact via:

Email: [oit servicedesk@sjfc.edu](mailto:oit servicedesk@sjfc.edu)

Web: [www.sjfc.edu/oit](http://www.sjfc.edu/oit)

Phone: (585) 385-8016

The Service Desk is located in the basement of Kearney Hall in K-053 with a Satellite Desk located in the Learning Commons on the first floor of Lavery Library. Available for walk-up assistance during office hours, current hours are posted on the OIT website. In-addition to walk-up assistance, the Service Desk provides 24/7 phone support for issues such as password resets and account access. The OIT website ([www.sjfc.edu/oit](http://www.sjfc.edu/oit)) is designed as a resource for the Fisher community with information about accessing technology resources at St. John Fisher College.

## Computer Labs

Each lab offers access to a variety of software, including productivity and academic applications, and a variety of hardware, including PCs, printers, and scanners. To check up-to-date lab computer availability, please visit the OIT Website (<http://www.sjfc.edu/oit>) and select "Lab Computer Availability."

The Kearney Academic Computing Lab is available 24-hours-a-day, 7-days-a-week via card-swipe access when the College is open. Help Desk assistants are on duty throughout the week. The hours are: Monday through Friday 8 a.m. to 10 p.m., Saturday 8 a.m. to 5 p.m., and Sundays 12 p.m. to 6 p.m.

## Media Services

OIT Media Services supports the St. John Fisher College Community, which includes current faculty, staff, and students.

OIT Media Services provides support for ITEC (Instructional Technology Enhanced Classroom) equipment, audio/visual support for on-campus events, media duplication and media transfer, assistance with using media equipment on campus, and media equipment loans.

To reserve equipment or learn more about the services that Media Services provides, please visit the OIT website at: [www.sjfc.edu/campus-services/oit/media](http://www.sjfc.edu/campus-services/oit/media).

## Web-Based Services

The College provides several high-quality computerized and web-based services designed to enhance student learning and improve the college experience. The most common and heavily used services are described below. Other services provided include admission applications, library catalog, and other databases.

### mySJFC

[my.sjfc.edu](http://my.sjfc.edu) is the online community for students, faculty, and staff at the college and provides a single site for the most commonly accessed online resources at the College including Student Gmail, Blackboard, Fish 'R' Net, ResLife Online, Atomic Learning, Qualtrics, and links to many other useful sites. For most services you only need to log in once.

### Blackboard

**Blackboard** is a comprehensive and flexible web-based course management system that is used by many faculty members. It can be used to provide course materials in a variety of formats, allowing students to use the materials at their own pace and in their own time. For more information about Blackboard, visit [www.sjfc.edu/campus-services/oit/training/blackboard.dot](http://www.sjfc.edu/campus-services/oit/training/blackboard.dot).

### Student Gmail

Student Gmail is the College's student email system. All students are assigned St. John Fisher College email accounts and are expected to monitor those accounts for important communications from College offices. Notifications sent by email include, but are not limited to, course cancellations, deadlines, registration and billing information, and changes in College policies.

### Fish 'R' Net

**Fish 'R' Net** is the College's web-based student information system where students register for and withdraw from classes, and view their class schedule, final grades, transcript, transfer credits, and other academic information. The site also allows students to view and pay their tuition and fee charges and access Atomic Learning, our technology training tool. Information on using Fish 'R' Net can be found at [www.sjfc.edu/campus-services/registrar](http://www.sjfc.edu/campus-services/registrar).

### Passwords

Students can pre-register their network credentials (Email, Blackboard, My Computer) so they can reset their own passwords online without visiting the OIT Help Desk in person. To pre-register, visit [www.sjfc.edu/campus-services/oit](http://www.sjfc.edu/campus-services/oit) and click on "Forgot



your SJFC Password?"

## Computer Privacy

The Office of Information Technology (OIT) respects the privacy of all users. System administrators monitor systems and network activities to promote performance and integrity. OIT personnel do not routinely monitor an individual's computer use, examine files, or read email in an individual's account. Exceptions may be necessary if a use or activity is suspected of disrupting the computing network or facilities; violating local, state, or federal law; or being an inappropriate use of computing resources as described by College policy located in the [Student Code of Conduct](#).

## Printing Services

### Print Center

The Print Center is an on-campus full services printing, duplication and finishing center located in Kearney Hall. Part of the Auxiliary Services department, the Print Center offers both black and full color printing and copying with the ability to scan to electronic file formats. Some of the finishing services available are binding (comb and tape), laminating, cutting and gluing. Templates, setup services and photo printing are available on a limited basis. Orders can be placed at the Print Center window or website.

Website: [www.sjfc.edu/campus-services/print](http://www.sjfc.edu/campus-services/print)

Email: [printcenter@sjfc.edu](mailto:printcenter@sjfc.edu)

Phone: (585) 385-8130

### Poster & Sign Studio

The Poster & Sign Studio, located in Alesi, offers large format (poster) printing and vinyl sign services to clients on-campus as well as off-campus.

Vinyl services include promotional/event signs, vehicles, glass windows and doors, and banners. Wide format printing includes photo quality color and B&W prints on a variety of substrates, including outdoor/waterproof prints in sizes up to 42" wide. Files can be submitted for printing via email in PDF, Publisher, Power Point, and InDesign.

Contact us at (585) 385-8400 or by email at [posterandsignstudio@sjfc.edu](mailto:posterandsignstudio@sjfc.edu) for more information.

## Safety and Security

The Safety and Security Department, located in Haffey Hall, is responsible for campus safety and operates 24 hours a day, seven days a week. Security officers are responsible for enforcing federal, state, and local laws, as well as College policies and regulations. Although security officers do not make arrests, the department works closely with the Monroe County Sheriff's Office in investigating and reporting criminal activity on our campus. The department will make timely reports to the campus community of incidents that represent a threat to students and employees.

The department can be contacted at **(585) 385-8025** or for an emergency at **(585) 385-8111**.

**Note:** *All calls to the College switchboard and the Safety and Security Department are recorded.*

### ID Cards

The Safety and Security Department issues identification cards to all faculty, staff, and students. All members must produce ID upon request from a College official.

### Parking Permits

Parking and operating a motor vehicle on the St. John Fisher College Campus is a privilege. All vehicles on the Fisher campus including Park & Ride (Lot S) must be registered with the Safety and Security Department and display a valid parking permit or pass on the vehicle.

Learn more about [Parking Regulations and Fines](#).

### Lost and Found

Lost and found articles, including books and clothing, may be taken to and claimed at the Safety and Security Department.

### Security of and Access to Campus Buildings

Safety and security officers conduct regular foot, bicycle, and car patrols of all campus buildings, grounds, and parking areas. Access to the residence halls is controlled either by locked entrance doors or the card access system. Residence halls are patrolled and monitored 24 hours a day by security officers or resident assistants. All other campus facilities are locked and unlocked daily according to established schedules. No pets—except service animals—are allowed in any campus building, stadiums or areas of assembly..

## Campus Escort Services

The Safety and Security Department offers a campus escort service available for on-campus use by all students, faculty, staff, and visitors. The service operates 24 hours a day, seven days a week.

## Reporting Criminal Activity

Students, faculty, staff, and visitors are urged to report all campus criminal activity and emergencies immediately to the Safety and Security Department, who will in turn contact the local law enforcement and the appropriate emergency services.

## Campus Sexual Misconduct Policy

St. John Fisher College fully supports and enforces all College policies as well as federal, state and local laws governing rape and sexual assault.

Sexual misconduct in any setting is prohibited at St. John Fisher College. For the purposes of this policy, sexual misconduct includes **sex discrimination**, **intimate partner violence**, **sexual harassment**, **sexual assault**, and **sexual exploitation**.

Please Note: St. John Fisher College recognizes that sexual misconduct affects individuals of all genders, gender identities, gender expressions, and sexual orientations and does not discriminate by racial, social, or economic background.

Alleged violations of College policy will be subject to the Student Conduct Process for situations involving students or the process and procedures applicable to College employees for situations involving College employees. All St. John Fisher College students, faculty, staff, visitors, and guests are expected to comply with federal, state, or local laws.

The College recognizes its responsibility to develop and implement educational programs to help its students and employees to recognize and address sexual misconduct and/or remedy the effects of sexual misconduct and is committed to the prevention and/or reoccurrence of sexual misconduct in the College community.

### Confidential Support After a Sexual Assault

For more information regarding support after a sexual assault, visit the Health and Wellness Center's **Sexual Assault** page.

### Reporting Sexual Misconduct

For more information, please visit the **Reporting Sexual Misconduct** section of the Student Conduct Policy.

## Crime Prevention

Crime prevention is the responsibility of all members of the Fisher community. In order to develop crime prevention awareness within the College community, the Safety and Security Department, the Office of Residential Life, and the Monroe County Sheriff's Office provide crime prevention information and training by means of residence hall floor meetings, department briefings, campus newspaper articles, safety brochures, flyers, and electronic mail.

## Discrimination, Discriminatory Harassment, and Hate Crimes

Physical, psychological, or verbal harassment or discrimination and Hate Crimes are prohibited at St. John Fisher College.

Alleged violations of College policy will be subject to the **Student Conduct Process** for situations involving students or the process and procedures applicable to College employees for situations involving College employees. All St. John Fisher College students, faculty, staff, visitors and guests are expected to comply with federal, state, or local laws as well as College policies.

## Writing Center

Writing Center consultants assist students with writing tasks from all disciplines and during all stages of the writing process. Individualized service and extensive writer participation during tutorials enable students to become more skillful writers.

Resources include a library of style manuals, handbooks, dictionaries, workbooks, and user-friendly handouts. Computers and printers are also available for student use during regular operating hours.

Hours vary by semester. Writing center services are free of charge to all Fisher students. To make an appointment, visit <https://tutortrac.sjfc.edu>, and choose "Writing" or "Graduate Writing." "Walk-ins" are welcome but subject to tutor availability. The Writing Center is located on the top floor of the Academic Gateway. More information about the Writing Center is available at [www.sjfc.edu/campus-services/writingcenter](http://www.sjfc.edu/campus-services/writingcenter).

## Veterans Affairs

The Veterans Affairs counselor, located in the Registrar's Office, Kearney 201, provides students with information and assistance relating to veterans' benefits and concerns. The counselor may be contacted by phone at **(585) 385-8031**.



For information on educational benefits and eligibility, visit the VA online at: [www.gibill.va.gov](http://www.gibill.va.gov) or call 1 (800) 442-4551.

## Academic Programs

### School of Arts and Sciences

#### Overview:

Dr. Theresa D. Westbay, *Interim Dean*

The School of Arts and Sciences offers degrees and minors in over 20 undergraduate academic disciplines along with interdisciplinary minors and scholarship programs.

The School, in partnership with the other schools that make up St. John Fisher College, provides educational experiences that are rooted in the liberal arts and that prepare students to lead lives of intellectual, professional, and civic integrity. This is accomplished by:

- Providing opportunities for undergraduate students to develop proficiency in one or more of the major fields of study housed in the School.
- Promoting the engagement of students, faculty members, and professional staff within a learning environment that creates high expectations along with the support for all to achieve their full potential.

In addition, the academic programs in the School of Arts and Sciences are primarily responsible for the offerings included in the College's core curriculum, the component of the undergraduate curriculum that initially establishes the centrality of the liberal arts in the academic experience of all students.

## Academic Programs

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# School of Business

## Overview:

Dr. Raymond Shady, *Interim Dean*  
Lori Hollenbeck, Assistant Dean

The School of Business houses the undergraduate majors of Accounting, Finance, Human Resource Management, Management, and Marketing, as well as the **MBA program**. The School of Business is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. AACSB is the premier worldwide accrediting agency for business education programs in management and accounting.

## Mission

*The School of Business prepares professionally competent and ethically responsible graduates for careers as managers and professionals, primarily for local and regional businesses. The school emphasizes excellence in teaching and close interaction with students and recognizes that excellent teaching is informed by faculty actively engaged in research and scholarship. The faculty members produce research published in peer-reviewed journals and other recognized outlets for intellectual contribution that advances the scholarship of teaching, business practice, and disciplinary knowledge.*

## Academic Programs

# Master of Business Administration

## Overview

### The MBA Program

The School of Business offers a number of customized options that will lead to an MBA degree. The MBA program is designed for students who wish to complete their degree in one to six years. We offer courses on weeknights and, on occasion, Saturday mornings. The School of Business is known for preparing exceptional graduates because of our commitment to achieving excellence in business education. Fisher has over 25 years of experience graduating hundreds of MBAs who have gone on to become great leaders.

The MBA program provides an outstanding education at a remarkable value.

- **Flexibility:** Fisher offers you the opportunity to complete your MBA in one year or up to six years. We offer the flexibility to customize your MBA program to leverage your available learning time.
- **Concentrations:** The School of Business lets you select an area of concentration within your MBA. We currently offer concentrations in:
  - Accounting
  - General Management
  - Health Systems Management
  - Pharmaceutical Industry
- **Accelerated Time to Degree:** Individuals with appropriate undergraduate preparation in business may be able to reduce the number of Foundation Courses taken in the MBA program. If you are a current undergraduate business major or have a baccalaureate degree in business, you may qualify for a condensed program which allows the completion of your MBA within a year of your undergraduate degree.

### Admissions Requirements

Acceptance into the MBA program at the School of Business requires evidence of potential success. In general, applicants can demonstrate such potential by taking the Graduate Management Admission Test (GMAT) and obtaining an acceptable score. An outstanding undergraduate academic record from a regionally accredited business school, signaled by a cumulative grade point average of at least 3.30, may be used in place of the GMAT requirement. Individuals with three or more years of significant and qualifying managerial experience may be granted exemptions from the GMAT exam if they can provide tangible evidence of written analytical ability in both quantitative and non-quantitative areas. This last category requires both the applicant and a supervisor who is familiar with the applicant's work to submit documentation relevant to: (1) the applicant's managerial experience involving his or her subordinates' work products and performance, (2) control of budgets, projects, operations, or similar important objectives, and (3) responsibility for making significant contributions to creating or managing a process, project, operation, or function. Acceptance into the MBA program on the basis of work experience may also require a personal interview with the MBA Admissions Committee or a designated member thereof and may involve administration of tests as deemed appropriate.

St. John Fisher College undergraduate students enrolled in a major within the School of Business who have accumulated at least 90 credit hours and have a minimum cumulative grade point average (GPA) of 3.00 (including all transcribed coursework from any institution attended) are eligible for an accelerated application process for the MBA program. Accelerated graduate applications are available in the Office of Graduate Admissions. The accelerated application is free of charge and less comprehensive than the traditional application process. Eligible students are not required submit a resume, personal statement, letters of recommendation, transcript or GMAT score, as long as the cumulative GPA is a 3.00 or higher. Admission to the MBA is not guaranteed and acceptance is contingent upon a student's ability to maintain a cumulative undergraduate GPA of 3.00, along with successful completion of the bachelor's degree.

**For the Accounting Concentration,** Accounting knowledge is expected including, but not limited to, the prerequisite courses noted below:

- GMGT - 647 Advanced Topics in Fed Tax: Completion of ACCT 311 Introduction to Federal Taxation or equivalent with a grade of C or higher is required prior to registration.
- GMGT - 648 Accounting Info Systems: Completion of ACCT 401 Audit or equivalent with a grade of C or higher is required prior to registration.
- GMGT - 695 Accounting Theory/Research: Completion of ACCT 304 Advanced Financial Accounting or equivalent with a grade of C or higher is required prior to registration.

### Course Waiver Policy

Upon meeting all admission requirements, students may be eligible for waiver(s) from foundation courses based on prior academic preparation at a regionally accredited institution. Waivers will be based on transcript analysis which will be performed for each applicant only at the time of the admission decision and require a minimum grade of "B" or higher in equivalent coursework to be considered. As part of this process, applicants may be asked to provide additional supporting documentation to help with specific course evaluation.

### Transfer Credit Policy

The MBA program may accept up to nine hours of appropriate graduate-level credit from other institutions. This decision is at

the discretion of the dean of the School of Business and/or the MBA Admissions Committee. For transfer credit to apply, a minimum grade of "B" is required for each course.

## Graduate Management Admissions Test (GMAT)

Applicants are required to take the Graduate Management Admissions Test unless they have already received an advanced degree, perform at or above the national average on the ETS Major Field Test in Business, or have a cumulative GPA of 3.30 or higher from a regionally accredited business school. The GMAT is a general aptitude test and must be taken prior to applying for admission. The School does not specify a GMAT score for matriculation; results of this test are evaluated as part of the applicant's overall portfolio.

Information and application forms are available from the Office of Graduate Admissions or from:

Educational Testing Service, Rosedale Road, Princeton, NJ 08541  
Phone: 1-800-717-4628

For more information, please refer to the GMAT website: [www.mba.com](http://www.mba.com).

To ensure that the results of the GMAT are sent to St. John Fisher College, use code number MBA: WTD-FB-25.

For more information regarding application and admission to the MBA program, please contact the Office of Graduate Admissions, at **(585) 385-8161** or by email at [grad@sjfc.edu](mailto:grad@sjfc.edu) and visit us at: [www.sjfc.edu/graduate](http://www.sjfc.edu/graduate).

### About the program

## The Faculty

The MBA faculty are devoted to excellence in teaching. The overwhelming majority of MBA full-time faculty hold doctoral degrees, are actively engaged in research, and publish peer-reviewed articles in their fields of study. Many have been tapped to share their expertise by teaching classes in places such as China, Europe, Australia, and Russia. Members of our faculty have received awards and grants to continue expanding their knowledge in their field of study. In the MBA program, small class sizes allow students to benefit from the depth of faculty knowledge in a breadth of areas including: accounting, business administration, finance/financial planning, human resource management, international business, marketing, and information technology. Through their personalized approach, faculty firmly ground student learning with a solid base in theory and then guide each student to develop skills that are practiced and refined through collaborative, team-based learning projects. To round out the MBA experience, faculty draw on the vast knowledge of regional business leaders to connect students with alumni and supply local case studies which represent challenges that face today's business community.

## CPA Licensing

In order to become licensed as a CPA in New York State, candidates must complete 150 hours of education, including at least 33 credits in accounting. Completion of the accounting concentration within the MBA program, in conjunction with a 120-credit B.S. in accounting at St. John Fisher College, or another comparably accredited institution, will fulfill the 150-hour educational license requirement.

One of the requirements for certification as a CPA in the State of New York is that the applicant "be of good moral character." New York State requires that "any information indicating that an applicant has been convicted of a crime, or has committed an act which raises a reasonable question as to the applicant's moral character shall be referred to the director of the Office of Professional Discipline." Please contact the New York State Education Department if there are any concerns in meeting this "good moral character" requirement.

### Learning Outcomes

## MBA Program Learning Objectives

### Leadership - Graduates will demonstrate the capacity to lead in organizational situations.

- Graduates will demonstrate knowledge of leadership theories
- Graduates will understand their personal strengths and limitations in practicing leadership, which will enable them to further develop their leadership capabilities
- Graduates will show leadership initiative by actively attempting to influence events to achieve goals

### Communication – Graduates will demonstrate the capacity to communicate effectively in organizational situations.

- Graduates will demonstrate the ability to write appropriately for a business situation
- Graduates will demonstrate the ability to communicate verbally and non-verbally in an effective manner

### Application of Business Knowledge - Graduates will demonstrate the capacity to critically analyze situations and apply knowledge in an effective and socially responsible manner.

- Graduates will demonstrate the ability to critically analyze business problems
- Graduates will demonstrate the ability to apply business knowledge in an effective manner
- Graduates will demonstrate the ability to apply business knowledge in uncertain environments

### Teamwork – Graduates will demonstrate appropriate teamwork capability.

- Graduates will demonstrate the ability to work effectively in teams

## Program Requirements

### The MBA Curriculum

Depending on their prior academic work, students can complete the degree requirements within 30 to 48 credit hours of graduate-level courses. Students typically progress through the Foundation, the Core, and the Concentrations as explained below. Applicants who wish to be considered for exemptions from Foundation-level courses will be individually reviewed as part of the application process.

### Requirements for the MBA

Foundation Courses		(18)
GMGT 573	Financial Accounting Fundamentals	
GMGT 576	Statistics for Managers	
GMGT 579	Organization Structure and Process	
GMGT 580	Economic Foundations and Practice	
GMGT 585	Managerial Finance	
GMGT 590	Operations Management	
Core Courses		(18)
GMGT 641	Process and Project Management	
GMGT 680	Marketing Concepts and Strategy	
GMGT 681	Business Strategy and Policy	
GMGT 682	Integrated Advanced Financial and Accounting Analysis	
GMGT 685	Leadership Development	
GMGT 699	MBA Assessment (0)	
Choose <b>one</b> based on your concentration:	GMGT 694 Capstone Project Experience	
	GMGT 695 Accounting Theory & Research (Accounting concentration only)	
Concentration Courses		(12)
Concentration courses ( <i>chosen from below</i> ) to equal 12 credits		
Total		(48)

### Concentrations

#### Accounting Concentration

GMGT 647	Advanced Topics in Federal Taxation	(3)
GMGT 648	Accounting Information Systems and Computer Auditing	(3)
GMGT 649	Commercial Law and Professional Responsibilities	(3)
Choose <b>one</b> :	GMGT 638 Managerial Economics	(3)
	GMGT 640 Sustainable Reporting	(3)
	GMGT 642 European Business Perspectives	(3)

#### General Management Concentration

**\*Note:** There are Special Topics (671/672) and other elective courses offered each semester on a rotating basis from which you can select coursework to comprise the required 12 credit hours. New courses are added and others dropped as the business world changes. Consult with your advisor as needed for course selection. Any combination of Special Topics and elective courses will satisfy the 12 credit General Management Concentration requirement.

### Health Systems Management Concentration

GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 723	Health Policy Implementation for Organizational Development	(3)
GNUR 725	Improving the Health of Populations	(3)
GNUR 740	Advanced Technology in Support of Clinical Management	(3)

### Pharmaceutical Industry Concentration\*

PHAR 3117	Top 200 Drugs I	(1)
PHAR 3218	Introduction to Diversity	(3)
PHAR 3217	Top 200 Drugs II	(1)
PHAR 3135	Healthcare Delivery	(3)
PHAR 3226	State Pharmacy Law	(2)
PHAR 4135	Communications and Counseling Skills	(3)
PHAR 5125	Ethics in Pharmacy Practice	(3)
PHAR 4236	Population-Based Healthcare	(3)
PHAR 5225	Federal Pharmacy Law	(2)
PHAR 5236	Managing Practice and Personnel	(3)

**Note:** (PHAR 4135 or 3226/5225) and (PHAR 4236 or 5236) are required. \*PHAR classes are offered during the day.

## JOINT DOCTOR OF PHARMACY AND MASTER OF BUSINESS ADMINISTRATION (Pharm.D./MBA)

The School of Business and the Wegmans School of Pharmacy at St. John Fisher College have a joint degree program. The goal of the cooperative program is to educate students to assume responsibilities of management, executive and administrative positions within the pharmaceutical industry as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

Candidates for this joint program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the MBA program after successful completion of their first professional year in Pharmacy by completing a Petition for Change of Program form available through the Office of the Registrar. Pharmacy students who have at least 90 credit hours of coursework may take MBA foundation classes prior to applying to the joint program, consistent with current graduate school policy. Pharmacy students may complete up to 18 credit hours of foundation courses prior to applying to the joint program, provided satisfactory grades are achieved and the student remains in good standing.

For the Joint Pharm.D./MBA program, up to 18 credit hours can be shared between both degree programs through the MBA concentration (12 credit hours) and Pharmacy electives (6 credit hours) areas. Through this joint program, students will meet the degree requirements for both programs with a maximum of 181 credit hours depending on an applicant's course history. Any course waivers will reduce this maximum number.

Up to 6 credits of foundation or core MBA courses can be used as elective credits within the Pharmacy curriculum thus reducing the Pharmacy coursework to 145 credit hours. Additionally, the coursework that a student takes as part of the Pharmacy curriculum will be counted to satisfy the 12 credit hours of concentration coursework required of the MBA curriculum, thus reducing the MBA curriculum to a minimum of 18 (36 maximum) credit hours.

Pharmacy students wishing to participate in this opportunity will work with their academic advisor, associate dean for academic

affairs in the Wegmans School of Pharmacy, and the director of the MBA program in the School of Business to choose appropriate coursework. Additionally, questions concerning financial aid and/or billing should be directed to the Financial Aid Office and Student Accounts, respectively.

Students will be billed standard tuition costs as associated with the Pharmacy program which can include up to 6 credit hours of MBA coursework approved to satisfy Pharmacy electives. Students who take 6 credit hours of MBA foundation coursework in satisfaction of Pharmacy elective coursework, will not be billed separately for those 6 credit hours as the courses are included as part of the Pharmacy program tuition. MBA courses will be billed at the current per credit hour cost of tuition. Students will be billed for these additional courses at the per credit hour graduate tuition rate.

## Courses

### **GMGT-557 Advanced Topics in Fed Tax (3)**

This course addresses advanced topics in individual, corporate, and partnership taxation. Specific topics covered include taxation of property transactions, including capital gains and losses, Section 1231 gains and losses, and Section 1031 exchanges; taxation of corporations and the tax implications of corporate distributions and corporate organization; and an examination of partnership taxation, including the tax implications of contributions to a partnership and distributions by a partnership. Students will learn these topics through study of the Internal Revenue Code and through examination of the relevant tax reporting forms issued by the Internal Revenue Service.

**Restrictions:** Including: -Level: Graduate

### **GMGT-558 Accounting Info Systems (3)**

A study of the structure and application of tools, technologies, and models for analyzing, designing, and implementing accounting information systems. The course also enables the student to learn the concepts surrounding Information Technology (IT) auditing and how the IT audit is integrated with the financial audit process. Using the Control Objectives for Information and related Technologies (COBIT) methodology, the student will execute an IT audit and learn to identify, evaluate, document, and provide recommendations to improve IT controls which include program change management, logical/physical security, computer operations, and application/automated controls.

**Restrictions:** Including: -Level: Graduate

### **GMGT-559 Commercial Law & Resp (3)**

This course examines specific areas of law as they relate to business. Topics include negotiable instruments; the banking system; secured transactions, debt collection; bankruptcy; corporate acquisitions and takeovers; corporate dissolution; investor protection; antitrust law, real property; personal property (including bailments); sales and lease contracts; ethics; and professional liability. These topics will be examined through study of relevant statutes, case law, and legal filings with government bodies such as the U.S. Federal Court and the New York Secretary of State, as well as a survey of recent current events. In addition to a midterm and final examination, students will be expected to research a particular area of interest covered in the course and write a research paper.

**Restrictions:** Including: -Level: Graduate

### **GMGT-562 Intrntl Financi Actg Rptg (3)**

The overriding purpose of this course is to examine the anticipated convergence of U.S. GAAP to International Financial Reporting Standards (IFRS). Within this context, the course addresses current topic areas in financial accounting and reporting including major IFRS/U.S. GAAP differences. The course will include a series of webcasts and videos, in-class debates, and on-line discussions of current issues in international financial accounting and reporting. Key topic areas include the IFRS conceptual framework, inventories, PP&E, intangibles, impairments, revenue recognition, liabilities and provisions, leases, financial assets, derivatives including hedging, the initial adoption of IFRS, and the impact of IFRS on the audit function.

**Prerequisites:** GMGT-573 C OR (ACCT-101 C AND ACCT-102 C)

**Restrictions:** Including: -Level: Graduate

### **GMGT-570 Managerial App Info Tech (3)**

This course is a survey of information technology and its applications. Topics include an overview of information systems, hardware, software, file organization, database concepts, data communications, and system software. The College's computing facilities will be used extensively to engage students in hands-on work. Students will learn applications of spreadsheets (MS Excel) including functions, graphing, list processing and pivot tables, one- and two-variable data tables, Solver, macros, and application development. The course will introduce the concept of a database and database management systems software (MS Access) and use it to design databases, store and retrieve information, use forms to display data, and produce reports in various business information processing applications. The Internet and some of its resources will be covered. Students will learn how to design and implement web pages using HTML and integrate information in a web page.

**Restrictions:** Including: -Level: Graduate

### **GMGT-573 Financial Acct Fund (3)**

This course presents the concepts, principles, and procedures of financial accounting and reporting. Its specific student learning objectives are: 1) develop a managerial perspective and understanding of financial accounting and reporting; 2) recognize ethical dilemmas and range of judgments associated with accounting choices; 3) appreciate the role of accounting in a business



enterprise and its importance to managers, investors, and creditors.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate -Level: Graduate

### **GMGT-576 Statistics for Managers (3)**

This course is an in-depth introduction into basic statistical concepts and tools needed for making informed decisions in the modern-day business environment, as well as excelling in other graduate management courses. Topics covered in the class include: descriptive statistics, probability and probability distributions, sampling distributions, estimations and hypothesis testing, regression and correlation. Emphasis is made on the application of statistical techniques to managerial decision-making utilizing, when necessary, appropriate statistical packages such as Excel and SPSS. Particular areas of application may include: finance (for example, portfolio construction), operations (for example, quality control), marketing (for example, promotion and advertising response), human resource management, and others.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

### **GMGT-579 Organiz Structure&Process (3)**

This course covers the basic concepts and theories of the structure and processes of organizations. Organizational processes include work motivation, power and influence, conflict management, working in teams, and intergroup negotiation. Structural aspects of organizations include design of jobs and self-managing teams, environmental and technological influences on structure, and organizational design. The students are encouraged to relate concepts and theories to their own observations of organizational phenomena. This is accomplished through class discussion, cases, role-playing exercises, and theory-experience papers written by students.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

### **GMGT-580 Economic Found & Practice (3)**

This course provides a basic understanding and application of those economic principles that are relevant to contemporary business decision-making in a local sense, in addition to providing a systematic treatment of the functioning of the U.S. economy, both domestically and in a worldwide economic arena. An overview of representative topics includes coverage of the essential models of both microeconomic and macroeconomic theory. Microeconomic areas considered are the theory of consumer demand, production theory of the firm, the nature and behavior of costs, and the typology of market organizations such as perfect competition and monopoly. Macroeconomic coverage includes the Keynesian model and an analysis of aggregate output and growth, income, employment, inflation, along with financial institutions, monetary theory and policy, and international trade and finance.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

### **GMGT-585 Managerial Finance (3)**

This course involves the examination of the basic financial theories, techniques, and practices relating to the analysis and pricing of capital/financial assets. Topics include the time value of money; financial statements and cash flow analysis; bond, stock and options valuation; capital asset pricing; risk and diversification; cost of capital, and capital budgeting techniques. Students should have satisfied GMGT 573 to registering for GMGT 585.

**Attributes:** TGMB

**Prerequisites:** GMGT-573 C

**Restrictions:** Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate

### **GMGT-590 Operations Management (3)**

This course focuses on the problems facing managers in the areas of producing goods and services. Topics include total quality, productivity, and competitiveness; product and technology (process) design and selection; planning and controlling of production and service systems; capacity planning, facility location, and layouts; inventory and supply chain management; and project and service scheduling. Students will be introduced to the use of quantitative and qualitative techniques, such as decision-making and problem-solving tools for operations managers. The course requires an applied team project. Students should have satisfied GMGT 576 prior to registering for GMGT 590.

**Attributes:** TGMB

**Prerequisites:** GMGT-576 C

**Restrictions:** Including: -Major: Management Graduate -Level: Practice Doctorate, Graduate



### **GMGT-603 Mgmt Critical Comm Skills (3)**

This course is designed to develop communication skills essential for practicing managers. Students will learn how to deliver prepared and impromptu speeches, facilitate and participate in problem-solving meetings, and engage in leaderless group discussions. Students will also develop skills in conducting employment interviews, understanding the legal and ethical issues of interviewing, and providing performance feedback in work settings. This course provides in-depth knowledge on a variety of human-resources-management and organizational-behavior topics and will enhance students' information-literacy skills through research-based course assignments. This course is the equivalent of GMGT 626 and 627; therefore, students who have earned credit for either of these courses may not enroll in 603.

**Attributes:** TGMB ZRES

**Restrictions:** Including: -Level: Graduate

### **GMGT-612 Self-Managed Teams (3)**

Deals with the design and functioning of teams in organizations. Team design, including analysis of technology and corresponding roles, work group structure, process, and managerial style, utilizes a socio-technical systems perspective. Attention given to processes in cross-functional teams and application of the concepts by means of a real-life project.

**Attributes:** TGMB

### **GMGT-615 Corp Governance & Deviance (3)**

This course aims to pull back the covers on how decisions at the top of the organization are made, why they are made and in some instances why they are either wrong, unethical or illegal. Weekly, the Wall Street Journal or Bloomberg chronicles the noble as well as the selfish, unethical and illegal actions of companies and their executives. There is a constant power struggle between the interests of the shareholders, hedge funds, activist investors, the regulators, boards of directors and executives as to the control, direction and survival of corporations. The professor, with direct personal and research experience with these actors, will lead the students in examining the structural and behavioral aspects of the shareholder/board/executive/manager relationships in the context of cases and current events. The online sessions will be thought provoking, case based and provide a backdrop for the interactive, current affairs based dynamic in class sessions. The students can expect to gain insight into the complexities and structures of corporate decision making and how that affects a very important cultural institution - the modern American corporation.

Students who earned credit for GMGMT 671 or 672 with this title may not earn credit for this course.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-616 Executive as Leader (3)**

An introduction to practical tools and strategies that will be useful for the executive who seeks to be effective in the role of leader. An introductory foundation on such topics as Yearly Personal Retreat, The Two Page Strategic Planning Tool, Co-Active Coaching Techniques, Codes of Conduct, 121's, Role Descriptions/ Performance Goals / Learning Plans, Casting, How to Frame, Board of Advisors, Metrics, The Great Game of Business-Employees as Owners, Building the High Performance Organization and The Company's Vision will be covered. Application of these tools and strategies will provide a launch pad for students to begin gaining a competitive advantage in their careers.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-622 Customer Mgmt Strategies (1.5)**

Most managers recognize that customers are their most valuable resource and that customer management strategies are vital to their organization's success. However, most also list the development of effective customer management strategies among their top 'pain points' and do not feel confident that these strategies are well understood or implemented. Customer Management Strategies are changing at an astronomical rate. This course investigates current best practices in areas such as the development of marketing plans that impact customer loyalty; Customer Experience Management; managing word-of-mouth surrounding one's brand; anticipating and capitalizing on changes in customer value requirements; and aligning the organization around the customer. A team-based term project calls for students to analyze a specific organization's customer management strategies. Permission of the professor is required to register. Students who have credit for GMGT 688 may not take this class. Students who wish to register for BOTH GMGT 622 and 623 should register for GMGT 688.

**Attributes:** TGMB

**Prerequisites:** GMGT-588 C OR GMGT-680 C

**Restrictions:** Including: -Level: Graduate

### **GMGT-623 Customer Behavior (1.5)**

An understanding of the customer is a requirement for business success in the 21st century. The benefits of an organization's pursuit of customer insights are now well documented, and most business practitioners are extremely interested in obtaining compelling customer insights related to their businesses. Unfortunately, managers who are otherwise quite well educated are often at a loss as to how to accomplish this. Valid and vital customer insights are not easily uncovered and require an understanding of the customer that is not inherent in traditional quantitative market research methods or conventional customer

relationship management approaches. A team-based term project calls for students to uncover valid and vital insights regarding a specific target market.

Permission of the professor is required to register.

Students who have credit for GMGT 688 may not take this class.

Students who wish to register for BOTH GMGT 622 and 623 should register for GMGT 688.

**Attributes:** TGMB

**Prerequisites:** GMGT-588 C OR GMGT-680 C

**Restrictions:** Including: -Level: Graduate

### **GMGT-624 Law for Managers (1.5)**

This is a survey course in the study of law as it relates to business. Students who successfully complete the course will have a better understanding of our legal system and how it operates and will have mastered basic legal concepts relating to commercial contracts (including sales contracts under the Uniform Commercial Code), secured transactions, debtor-creditor law, negotiable instruments, real property (with an emphasis on mortgages and liens), and employment law. Students will also examine the ethical considerations facing business professionals today, the critical role that ethics plays in all aspects of business, and how, in the wake of significant and highly publicized ethical violations, ethical behavior is becoming increasingly regulated by law.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-625 Conflict Management (1.5)**

The course covers the theories, research, and skills in the areas of conflict management and negotiation. Students are exposed to sources of conflicts in organizations and direct and indirect methods of handling conflicts at both the interpersonal and intergroup level. Alternative dispute resolution strategies that are available to the manager in third-party roles are covered. Heavy emphasis is placed on the negotiation process, negotiation strategy and tactics, stumbling blocks to successful negotiation, distributive and integrative negotiation, including the difference between positions and interests. Students learn skill sets as well as theory through case studies, scenarios, and role playing.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-626 Communication in Teams (1.5)**

This course develops the student's interpersonal and analytical problem-solving skills in the small-group setting and provides in-depth knowledge on a variety of human-resources management and organizational-behavior topics. Students learn how to facilitate problem-solving groups and how to work effectively in teams with or without a formal leader. Peer coaching is also emphasized.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-627 Managerial Communication (1.5)**

This course provides an in-depth look at communication processes as applied to the managerial role and provides knowledge of a variety of human-resources management and organizational-behavior topics. The student's information-literacy skills are enhanced through a research-based course assignment. Students will learn how to develop valid interview questions and employ effective communication skills within the interview setting. Coaching skills and best feedback practices will be emphasized. Students will have an opportunity to apply these coaching skills in class. They will give formal oral presentations. Employment law, as it applies to selection processes, will also be discussed.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-628 IT Strategy (1.5)**

This course is designed to help students increase their knowledge about the opportunities and the pitfalls associated with IS/IT. The lectures, readings, online discussions, and case studies will introduce students to a number of key concepts and timely issues related to IS/IT applications in organizations. Specific topics to be addressed include strategic role of IS/IT and competitiveness; business process reengineering and IT; Internet and electronic commerce; data and knowledge management; legal, ethical, social, and political impact of IT; and IT security. Issues in the integration of information technology in the social climate of business organizations are addressed from domestic and international perspectives.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-628 IT Strategy (3)**

This course is designed to help students increase their knowledge about the opportunities and the pitfalls associated with IS/IT. The lectures, readings, online discussions, and case studies will introduce students to a number of key concepts and timely issues related to IS/IT applications in organizations. Specific topics to be addressed include strategic role of IS/IT and competitiveness; business process reengineering and IT; Internet and electronic commerce; data and knowledge management; legal, ethical, social, and political impact of IT; and IT security. Issues in the integration of information technology in the social climate of business organizations are addressed from domestic and international perspectives.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-637 Survey Methodology (1.5)**

This course covers topics such as survey problem formulation, sampling, measurement, data collection, analysis, and reporting. Students are required to work on a research project of their choice and bring it to conclusion. Class meetings cover lecture, discussion, case studies, student presentations, and time for library work.

**Attributes:** TGMB

**Prerequisites:** GMGT-576 C

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-638 Managerial Economics (3)**

This course systematically analyzes consumer and business decision-making within the sphere of microeconomics. The methodological approach is the time-honored progression of micro-theoretical topics with case studies or other data as a means of verifying such theories. Topics include a review and rigorous extension of supply and demand analysis and the theories of consumer and firm behavior. The neoclassical viewpoint will be used as the guiding paradigm to address individual and collective behavior in the market. A number of market structures are considered as an important determinant of consumer, firm, and market behavior. Additionally, students are introduced to game theory as an effective modeling template. Two- and three-player games are developed and used to model the complex interdependent interactions between economic agents and policymakers. The essence of the course is to employ modern economic methodology as a logical way of answering the economic questions most important to consumers, firms, the market, and public policy.

**Attributes:** TGMB

**Prerequisites:** GMGT-576 C AND GMGT-580 C

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-639 Seminar on Globalization (1.5)**

With the ever-increasing interconnected nature of the national and regional economies, the new century can be expected to bring more of the same and even higher levels of competition across the board. Such an environment makes understanding the complexities of the highly diverse "global workplace" a matter of survival for all entities operating in this arena whether they are directly involved or not. This is so because switching from a domestically focused paradigm to one that is globally centered requires a strong understanding and appreciation of the many fundamental issues beyond their domestic applications.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management (Graduate)

### **GMGT-640 Sustainability Reporting (3)**

While there is no universally agreed upon definition, sustainability typically includes protection of the environment, community involvement, employment practices, and economic development. Sustainability practices are wide ranging and include supplier-sourcing and other managerial decisions, monitoring environmental damage, and external financial reporting. The course examines the most popular stand-alone and integrated financial reporting formats for sustainability. It also explores the reasons companies voluntarily issue sustainability reports and other current issues and best practices in sustainability from both managerial and financial reporting perspectives. Course learning activities include in-class debates, online quizzes and discussions, and in-class group presentations.

**Attributes:** TGMB ZEXL ZRES

**Prerequisites:** GMGT-573 C

**Restrictions:** Excluding: -Major: Management

### **GMGT-641 Process & Project Mgmt (3)**

In this class students learn the lean is a key process improvement methodology that is used in all industries regardless of size to

remove waste from all business processes. This class teaches concepts from the Lean/Six Sigma methodology to understand process and process improvement. Concepts taught in this class are recognized globally and can be applied to any process in any business setting. Students will learn through a series of lectures, readings, book reports, business simulation exercises, and guest speakers to enhance practical learning of the course curriculum.

This course also introduces modern techniques for planning, scheduling, reporting, controlling, and managing business-related projects. The project life cycle is analyzed, and concepts in project planning using Work Breakdown Structure (WBS) will be discussed. Project team roles and responsibilities, budgeting, resource allocation and task scheduling using Gantt charts and network diagrams will be introduced. Project status reporting, project control, and communication issues will be covered. Students will use MS Project software to plan and monitor a project.

Students with credit for GMGT 683 and/or 684 may not earn credit for GMGT 641.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-642 European Bus Perspective (3)**

The course will focus on the European Union, its history and financial markets including international taxation and accounting standards. At the end of the semester each student will participate in a twelve-day excursion to Europe.

Additional fees apply.

**Attributes:** TGMB ZEXL ZRES ZTRA

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-646 Intrntl Financi Actg Rprtng (3)**

The overriding purpose of this course is to examine International Financial Reporting Standards (IFRS) and the anticipated convergence of U.S. GAAP to IFRS. The course addresses current topic areas in financial accounting and reporting including key IFRS/U.S. GAAP differences. The course includes a series of classroom debates concerning current and controversial issues in financial accounting and reporting. Major topic areas include leases, financial instruments, impairments, revenue recognition, business combinations, and the first time adoption of IFRS. Students with credit for GMGT 562 may not earn credit for GMGT 646.

**Attributes:** TGMB ZEXL ZRES

**Prerequisites:** GMGT-573 C OR (ACCT-101 C AND ACCT-102 C)

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-647 Advanced Topics in Fed Tax (3)**

This course addresses advanced topics in individual, corporate, and partnership taxation. Specific topics covered include taxation of property transactions, including capital gains and losses, Section 1231 gains and losses, and Section 1031 exchanges; taxation of corporations and the tax implications of corporate distributions and corporate organization; and an examination of partnership taxation, including the tax implications of contributions to a partnership and distributions by a partnership. Students will learn these topics through study of the Internal Revenue Code and through examination of the relevant tax reporting forms issued by the Internal Revenue Service.

NOTE: Completion of ACCT 311 Introduction to Federal Taxation or equivalent with a grade of C or higher is required prior to registration.

**Attributes:** TGMB

**Restrictions:** Including: -Level: Graduate

### **GMGT-648 Accounting Info Systems (3)**

A study of the structure and application of tools, technologies, and models for analyzing, designing, and implementing accounting information systems. The course also enables the student to learn the concepts surrounding Information Technology (IT) auditing and how the IT audit is integrated with the financial audit process. Using the Control Objectives for Information and related Technologies (COBIT) methodology, the student will execute an IT audit and learn to identify, evaluate, document, and provide recommendations to improve IT controls which include program change management, logical/physical security, computer operations, and application/automated controls.

NOTE: Completion of ACCT 401 Audit or equivalent with a grade of C or higher is required prior to registration.

**Attributes:** TGMB

**Restrictions:** Including: -Level: Graduate

### **GMGT-649 Commercial Law & Resp (3)**

This course examines specific areas of law as they relate to business. Topics include negotiable instruments; the banking system; secured transactions, debt collection; bankruptcy; corporate acquisitions and takeovers; corporate dissolution; investor protection; antitrust law, real property; personal property (including bailments); sales and lease contracts; ethics; and professional liability. These topics will be examined through study of relevant statutes, case law, and legal filings with government bodies such as the U.S. Federal Court and the New York Secretary of State, as well as a survey of recent current events. In addition to a midterm and final examination, students will be expected to research a particular area of interest covered in the course and write a research paper. Students with credit for GMGT 559 may not earn credit for GMGT 649.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-651 Nonprofit Management (1.5)**

The Nonprofit Management course critically examines issues that nonprofit organizations face today. The course will focus on providing excellent service efficiently while maintaining accountability. Topics to be covered include: an overview of the nonprofit sector from a historical context, government interaction, opportunities for growth (social entrepreneurship), the new nonprofit leader (volunteer and staff), surviving in a stagnant economy, and other recent trends. This course is aimed at students who are interested in employment in nonprofit organizations as well as students who are serving on, or interested in serving on, nonprofit governance boards.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management

### **GMGT-651 Nonprofit Management (3)**

The Nonprofit Management course critically examines issues that nonprofit organizations face today. The course will focus on providing excellent service efficiently while maintaining accountability. Topics to be covered include: an overview of the nonprofit sector from a historical context, government interaction, opportunities for growth (social entrepreneurship), the new nonprofit leader (volunteer and staff), surviving in a stagnant economy, and other recent trends. This course is aimed at students who are interested in employment in nonprofit organizations as well as students who are serving on, or interested in serving on, nonprofit governance boards.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-671 Special Topics I (1.5 OR 3)**

Fall 2014 Topics

GMGT 671 Section 01 The Executive as an Effective Leader (3) An introduction to practical tools and strategies that will be useful for the executive who seeks to be effective in the role of leader. An introductory foundation on such topics as Yearly Personal Retreat, The Two Page Strategic Planning Tool, Co-Active Coaching Techniques, Codes of Conduct, 121's, Role Descriptions/ Performance Goals / Learning Plans, Casting, How to Frame, Board of Advisors, Metrics, The Great Game of Business-Employees as Owners, Building the High Performance Organization and The Company's Vision will be covered. Application of these tools and strategies will provide a launch pad for students to begin gaining a competitive advantage in their careers.

GMGT 671 Section 02 Lead Innovation with the Brain in Mind (3) Examines and engages unique components of local, national and global business leadership approaches, using case studies, research in business leadership literature and current research from cognitive and neuro-sciences. Active learning, shared decision-making, and innovative practices - with evidence based assessment - characterize all aspects of this course. The course requires both individual and collaborative outcomes.

GMGT 671 Section 03 Intellectual Property (3) This course will begin with a comprehensive discussion of patents, trademarks, copyrights, and trade secrets. We will explore intellectual property litigation issues including infringement, invalidity, and unfair competition. We will then apply this background to a discussion of licensing, joint development, software, confidentiality, and other business agreements, with an eye toward the common IP pitfalls associated with such agreements. These discussions and group exercises will assist in preparing students to navigate the common IP issues encountered by today's managers.

GMGT 671 Section 04 Enterprise Risk Management (3) Risk is all around us, both in business, and in life. As such, risk is not constrained to organizational silos or operating units; rather, risks across an enterprise must be understood and successfully mitigated or, better yet, leveraged to enable an organization to meet its objectives. This concept is the foundation behind enterprise risk management (ERM), an emerging discipline spawned by significant frauds and control failures early in this century. This course presents the concepts, principles, and procedures related to ERM, with a focus on real-world application.

**Attributes:** TGMB



**Restrictions:** Including: -Level: Graduate

### **GMGT-671 Special Topics I (3)**

Fall 2016 Topic

GMGT 671 Section 01 Lead Innovation with the Brain in Mind (3) Examines and engages unique components of local, national and global business leadership approaches, using case studies, research in business leadership literature and current research from cognitive and neuro-sciences. Active learning, shared decision-making, and innovative practices - with evidence based assessment - characterize all aspects of this course. The course requires both individual and collaborative outcomes.

GMGT 671 Section 02 Intellectual Property (3) This course will begin with a comprehensive discussion of patents, trademarks, copyrights, and trade secrets. We will explore intellectual property litigation issues including infringement, invalidity, and unfair competition. We will then apply this background to a discussion of licensing, joint development, software, confidentiality, and other business agreements, with an eye toward the common IP pitfalls associated with such agreements. These discussions and group exercises will assist in preparing students to navigate the common IP issues encountered by today's managers.

GMGT 671 Section 03 Leadership: History & Theory (3) The aim of this course is to provide an analysis of the theories and practice of leadership. From the earliest written accounts of human experience, individual men and women have risen to lead their clans or nations or the causes they championed. What influenced these people? What propelled them to the forefront of the groups they represented? What traits did they possess that placed them at the head of the people and ideas they embraced? And how, in retrospect, have efforts to understand the dynamics of leadership been gathered up and collected into opinions and theories over time. Through case studies, group discussions, and guest speakers, this course will examine the changing requirements and definitions of leadership in an effort to discover answers to these questions.

**Attributes:** TGMB

**Restrictions:** Including: -Level: Graduate

### **GMGT-672 Special Topics II (1.5 OR 3)**

Fall 2014 Topics

GMGT 672-01 Tax Challenge (3)

**Attributes:** TGMB ZEXL

**Restrictions:** Including: -Level: Graduate

### **GMGT-672 Special Topics II (3)**

Fall 2012 Topics GMGT 671-01 Tax Challenge (3) GMGT 672-02 Topic:Real Est Anlys:Fin&Inv (3 cr) This course is designed to introduce the student to the necessary principles associated with both the debt and equity components of the real estate investment market. Emphasis is on capital market analysis, mortgage markets, securitization, and both primary and secondary markets for real estate debt investments. The second half of the course is devoted to equity real estate investments including multi-period cash flow analysis, feasibility and development analysis. This course serves as an overview of the real estate debt markets, financing, and the investment analytical tools necessary for effective real estate investment decision-making. This course is focused on applied real estate decision-making. GMGT 672-03 Topic:Real Est Anlys:Finance (1.5 cr) This course is designed to introduce the student to the necessary principles associated with both the debt and equity components of the real estate investment market. Emphasis is on capital market analysis, mortgage markets, securitization, and both primary and secondary markets for real estate debt investments. This course serves as an overview of the real estate debt markets and related financing options for effective real estate investment decision-making. This course is focused on applied real estate decision-making.

**Attributes:** TGMB

**Restrictions:** Including: -Level: Graduate

### **GMGT-672 Special Topics II (1.5 OR 3)**

Fall 2014 Topics

GMGT 672-01 Tax Challenge (3)

**Attributes:** TGMB ZEXL

**Restrictions:** Including: -Level: Graduate

### **GMGT-672 Special Topics II (3)**

Fall 2016 Topic

GMGT 672-01 Intro to ERP (3) Introduction to Enterprise Resource Planning Systems is designed to introduce students to Enterprise Resource Planning (ERP), a business management paradigm that integrates all facets of the business, including planning, manufacturing, sales, finance and accounting. It will establish a theoretical foundation of ERP systems and examine business functions, processes, data requirements, development, and management of ERP systems for sales, marketing, accounting, finance, production, supply chain, and customer relationship management. The course will cover both the

methodology and practice of ERP using Microsoft Dynamics, a leading commercial ERP software package. Hands-on homework will be assigned so the student can work through real-life business situations using the MS Dynamics system and explore the interaction among the different business processes. These exercises, along with class discussions through dialogue, will prepare the student with the knowledge and skill sought by a growing number of businesses attempting to use enterprise systems to maintain or expand their competitive edge

**Attributes:** TGMB ZEXL

**Restrictions:** Including: -Level: Graduate

### **GMGT-680 Marketing Concept&Strategy (3)**

There are many indications that marketing thought and practice have now moved into a new era. The fundamental premise underlying current marketing strategy is that customers are the starting point in successful business strategy formulation. In this course, we discuss how companies become market driven and display proficiency in skills related to the formulation of marketing strategies that are customer-focused and competitive. In this course, students will have an opportunity to develop these skills by applying marketing strategy concepts and methods in case studies, simulations, experiential exercises, and a comprehensive term project.

**Attributes:** TGMB ZCIV

**Restrictions:** Including: -Major: Management Graduate, Management -Level: Graduate

### **GMGT-681 Business Strategy & Policy (3)**

Strategic management provides students with the opportunity to integrate knowledge gained from previous courses from the perspective of top management. The strategic management process includes the determination of organizational mission and objectives; analysis of environment; strategy formulation and selection; and implementation, evaluation and control. Readings include a text and journal and contemporary business articles that cover the theories of strategic management and issues relating to the strategic management of current organizations. Students are required to analyze real-world business cases. The course emphasizes critical thinking, analysis, effective business writing, and oral presentation skills. The case analyses are to be written and presented to the class. Students must satisfy all Foundation courses prior to registering for GMGT 681.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-682 Integ Adv Fin & Acct Anlys (3)**

This course provides students with an opportunity to develop an understanding of financial and accounting issues that confront managers. Topics to be addressed include accounting and financial reporting (Sarbanes-Oxley); financial analysis; financial modeling and valuation; global financial and accounting systems and risk management; and mergers and acquisitions. Accounting standards and financial theories relating to these topics are reviewed, discussed, and analyzed. The case method will be implemented throughout this course. While the basic skills and tools of financial and accounting management are relied upon, the real cases offer an exposure to advanced and complex problems that challenge managers in the corporate world.

**Attributes:** TGMB

**Prerequisites:** GMGT-585 C

**Restrictions:** Including: -Level: Graduate

### **GMGT-683 Process Management (1.5)**

Lean is a key process improvement methodology that is used in all industries regardless of size to remove waste from all business processes. This class teaches concepts from the Lean/Six Sigma methodology to understand process and process improvement. Concepts taught in this class are recognized globally and can be applied to any process in any business setting. Students will learn through a series of lectures, readings, book reports, business simulation exercises, and guest speakers to enhance practical learning of the course curriculum.

**Attributes:** TGMB

**Prerequisites:** GMGT-576 C

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-683 Process Management (1.5)**

Lean is a key process improvement methodology that is used in all industries regardless of size to remove waste from all business processes. This class teaches concepts from the Lean/Six Sigma methodology to understand process and process improvement. Concepts taught in this class are recognized globally and can be applied to any process in any business setting. Students will learn through a series of lectures, readings, book reports, business simulation exercises, and guest speakers to enhance practical learning of the course curriculum.

**Attributes:** TGMB

**Prerequisites:** GMGT-576 C

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-683 Process Management (1.5)**

Lean is a key process improvement methodology that is used in all industries regardless of size to remove waste from all business processes. This class teaches concepts from the Lean/Six Sigma methodology to understand process and process improvement. Concepts taught in this class are recognized globally and can be applied to any process in any business setting. Students will learn through a series of lectures, readings, book reports, business simulation exercises, and guest speakers to enhance practical learning of the course curriculum.

**Attributes:** TGMB

**Prerequisites:** GMGT-576 C

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-684 Project Management (1.5)**

This course introduces modern techniques for planning, scheduling, reporting, controlling, and managing business-related projects. The project life cycle is analyzed, and concepts in project planning using Work Breakdown Structure (WBS) will be discussed. Project team roles and responsibilities, budgeting, resource allocation and task scheduling using Gantt charts and network diagrams will be introduced. Project status reporting, project control, and communication issues will be covered. Students will use MS Project software to plan and monitor a project.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-684 Project Management (1.5)**

This course introduces modern techniques for planning, scheduling, reporting, controlling, and managing business-related projects. The project life cycle is analyzed, and concepts in project planning using Work Breakdown Structure (WBS) will be discussed. Project team roles and responsibilities, budgeting, resource allocation and task scheduling using Gantt charts and network diagrams will be introduced. Project status reporting, project control, and communication issues will be covered. Students will use MS Project software to plan and monitor a project.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-685 Leadership Development (3)**

The course takes a hands-on approach to areas of leadership functioning such as developing emotionally intelligent behaviors and relationships; team building and team learning; overcoming resistance to change; reframing leadership dilemmas; ethical decision-making; and practicing transactional and transformational leadership. Students have the opportunity to test and assess their capabilities in a safe and supportive learning environment. In addition, there is a workplace experiential learning component enabling students to evaluate their leadership practice in an authentic setting.

**Attributes:** TGMB

**Restrictions:** Including: -Major: Management Graduate

### **GMGT-688 Customer Focus&Mktg Strat (3)**

Informed managers recognize that customers are their most valuable resource and that customer management strategies are crucial to their organization's success. However, most also list the development of effective customer management strategies among their top "pain points" and do not feel confident that these strategies are well understood or implemented. This course investigates current best practices related to: obtaining valid and vital customer insights; the implementation of initiatives that impact customer loyalty; Customer Experience Management; managing customer communities and social media; anticipating and capitalizing on changes in customer value requirements; measuring customer profitability; and aligning the organization around the customer. A team-based term project calls for students to analyze an organization's customer management strategies and uncover important customer insights. This course is the equivalent of GMGT 622 and 623; therefore, students who have earned credit for either of these courses may not enroll in 688.

**Attributes:** TGMB

**Restrictions:** Including: -Level: Graduate

### **GMGT-694 Capstone Project (1.5 OR 3)**

This course is a field experience where students demonstrate competencies required by the business world. Every semester, a set of managerial problems from local enterprises is gathered by the course supervisor. Each problem is formulated similar to a consulting project and then solved by student teams for the client. The experience is designed to accommodate the specific aspects of each project. With its encompassing nature, this is a capstone course that entails crafting a well-conceived



diagnostic and solutions to real-life problems.

**Attributes:** TGMB ZCAP ZCM ZRES

**Restrictions:** Including: -Level: Graduate

### **GMGT-694 Capstone Project (3)**

This course is a field experience where students demonstrate competencies required by the business world. Every semester, a set of managerial problems from local enterprises is gathered by the course supervisor. Each problem is formulated similar to a consulting project and then solved by student teams for the client. The experience is designed to accommodate the specific aspects of each project. With its encompassing nature, this is a capstone course that entails crafting a well-conceived diagnostic and solutions to real-life problems.

**Attributes:** TGMB ZCAP ZCM ZRES

**Restrictions:** Including: -Level: Graduate

### **GMGT-695 Capstone:ACCT Theory Resch (3)**

The course addresses the accounting concepts and principles that underlie current U.S. financial accounting and reporting requirements, as well as accountants' ethical and professional responsibilities needed to ensure that accounting reports are accurate and complete. Case analysis and class discussion are the primary pedagogies of instruction. The course addresses advanced topics in financial reporting and accounting and focuses on both controversial and complex corporate reporting issues. Although some emphasis will be placed on the analysis, interpretation, and use of accounting data, the accountant's reporting function to external users (investors and creditors) will be prioritized. This course is the capstone course in the M.B.A. Accounting Concentration and includes a significant culminating experience. This experience requires students to consider an important current accounting issue that has both theory and practice dimensions. Students will work in teams, make a group presentation, and turn in a research report.

**Attributes:** TGMB

**Restrictions:** Including: -Level: Graduate

### **GMGT-695 Accounting Theory/Research (3)**

The course addresses the accounting concepts and principles that underlie current U.S. financial accounting and reporting requirements, as well as accountants' ethical and professional responsibilities needed to ensure that accounting reports are accurate and complete. Case analysis and class discussion are the primary pedagogies of instruction. The course addresses advanced topics in financial reporting and accounting and focuses on both controversial and complex corporate reporting issues. Although some emphasis will be placed on the analysis, interpretation, and use of accounting data, the accountant's reporting function to external users (investors and creditors) will be prioritized. This course is the capstone course in the M.B.A. Accounting Concentration and includes a significant culminating experience. This experience requires students to consider an important current accounting issue that has both theory and practice dimensions. Students will work in teams, make a group presentation, and turn in a research report.

NOTE: Completion of ACCT 304 Advanced Financial Accounting or equivalent with a grade of C or higher is required prior to registration.

**Attributes:** TGMB ZEXL

**Restrictions:** Including: -Level: Graduate

### **GMGT-699 MBA Assessment (0)**

Students will be required to engage in assessment activities such as ETS Major Field Test MBA, Iliad Assessment Center and EBI Survey as determined by the Assessment Coordinator for the School of Business. This is a zero credit course but is graded S/U. Students will take this course during their last spring semester. Waivers may be granted.

**Attributes:** TGMB ZEXL

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# School of Education

## Overview:

Dr. Michael Wischnowski, *Dean*

Welcome to the Ralph C. Wilson, Jr. School of Education (SoE) at St. John Fisher College. Our curriculum is grounded in inclusive practice. We believe that teaching all persons requires that the professional educator and executive leader master the knowledge, skills, and dispositions necessary to address the diversity represented by the populations they serve. All children and all adults have a right to enjoy high-quality educational and workplace experiences designed by experts who are deeply and fully committed to the profession of education and the responsibilities of leadership. Our graduate programs in education are designed to deepen, extend, and enhance the professional knowledge of educators, leaders, and executives. Initial certification programs allow graduate candidates whose baccalaureate degrees are in areas other than education to obtain New York State certification in Childhood and Special Education or Adolescence and Special Education. Teaching professionals with initial certification in Childhood and Adolescence may specialize in the critical needs areas of Special Education and Literacy. Graduate candidates with initial certification can qualify for professional certification through our master's degree programs.

Teachers who have experience in leadership roles may enroll in the School Building Leader and School Building/School District Leader programs. Educators and executives may challenge themselves at the highest level of study in our Ed.D. in Executive Leadership program where a cohort-based modular structure provides a rigorous yet accessible program of study leading to a terminal degree. The College also offers its approved Ed.D. program in Executive Leadership at extension sites at the College of New Rochelle in New Rochelle, NY, and at Onondaga Community College in Syracuse, NY.

Graduate programs in teacher education and educational leadership are registered with the New York State Education Department and are nationally accredited by the National Council for the Accreditation of Teacher Education (NCATE). The SoE and its related educational programs are located in the Ralph C. Wilson, Jr. School of Education Building and the James S. Alesi Academic Center, state-of-the-art facilities with advanced technological capacity.

## Vision

The vision of the School of Education is that our candidates, faculty, and staff have a moral and professional obligation to contribute in meaningful ways to a more just world where people accept the humanitarian mandate to treat one another civilly and honorably and to develop themselves and the students they serve to meet the academic, social, and personal goals necessary for their positive contributions to a peaceful and progressive world. To help realize this vision, our candidates, faculty, and staff will demonstrate an unwavering commitment to: providing all learners with equitable access to knowledge about themselves and the world in which they live; engaging in caring and effective pedagogical practices that support the acquisition of new knowledge and skills; helping all students become independent and lifelong learners, and active participants in a social and political democracy; and advocating for the interests of the students, families and communities that they serve.

## Mission Statement

The mission of the School of Education at St. John Fisher College is to provide a quality educational experience that prepares candidates for distinguished careers in their chosen profession and for leadership roles in a diverse, rapidly changing, and increasingly technological society. To this end, we seek to:

- Prepare highly capable and ethically responsible professional educators who are committed to improving educational conditions, opportunities and outcomes for all students.
- Prepare candidates who share the belief that all students can and will learn.
- Prepare candidates who understand educational theory, research, best practices and the use of various technologies, and how to apply this knowledge in diverse school settings and communities.
- Prepare candidates to meet college, state and national standards and requirements for graduation and certification.

## Philosophy

### Conceptual Framework

The overarching theme for the Unit, "Educator as Advocate," is a distillation of our vision, mission, beliefs, goals, central philosophy and five related tenets. This overarching theme captures a central commitment to the philosophy of **social justice**, accomplished through the related tenets of **diversity, achievement, compassion, knowledge, and service**. The conceptual framework follows a constructivist approach to instruction that shapes who we are and informs our daily pursuit of educational excellence as faculty, staff and candidates in the school. The theme, philosophy and tenets provide a strong context for the work that we do in collaboration with the College community, P-12 schools and broader community; our collective efforts to engage high-quality faculty in programs grounded in inclusive practice, with an extraordinary focus on the teaching profession in service to others, and an informed understanding of the teacher's and educational leader's responsibility to encourage children and adults toward intellectual pursuit and personal growth.

## Beliefs

Consistent with our conceptual framework, the School of Education has adopted the following set of shared beliefs to help guide our work:

- A strong liberal arts background helps candidates to hone their intellectual skills and understand their chosen discipline more fully.
- Providing service to others is our civic responsibility.

- Commitment, dedication, and caring enhance student learning.
- Moral integrity, collegial, and respectful conduct among the administration, faculty, staff, and candidates are necessary to provide an effective professional and cohesive educational experience.
- Self-determination, self-advocacy, and self-improvement are keys to lifelong learning.
- All students can and will learn when provided with the appropriate conditions, opportunities, and resources.
- Successful learning communities respond to the needs, interests, and backgrounds of each student.
- Professional educators should develop content knowledge and pedagogical skills concurrently and in the most authentic settings possible.
- Effective teaching and learning involves the transformation of understanding based on the depth, quality, and flexibility of the content being taught, and its applicability to the prior knowledge of the learner.
- Maximizing the relationship between technology and other resources enhances educational programs, faculty and staff development, and candidate learning.
- Understanding and respecting diversity enhances professional and personal development.
- Reflective practice is the foundation for career-long professional and personal growth.
- Embracing multiple perspectives expands our knowledge base and informs our decisions.
- The use of data collection, analysis, and evaluation informs decision-making and guides program improvement.
- Continuous improvement is essential and most effective when it is informed by research, best practice, and internal and external assessment.
- Partnerships within our own institution and with other institutions are essential and mutually beneficial.

## Goals

The School of Education has defined six major goals:

- Developing and maintaining high quality programming and curriculum
- Accountability for standards-based practice
- Employing the many diversities of thought, background and experience that allow teachers and leaders to practice inclusive education in the local and global communities we serve
- Advancing the technology of teaching and learning; engaging internal and external partnerships to develop
- Strengthening and evaluating our programs of study in teacher and leader education
- Providing effective leadership to support the currency, validity and continuous improvement of our programs, practices, services, and resources as vitally important to accomplishing the mission of the college

## Degrees and Policies

### Programs

#### Educational Leadership

*M.S.Ed.: Educational Leadership*

*M.S.Ed.: School Building Leader (SBL) and School District Leader (SDL)*

#### Executive Leadership

*Ed.D. Executive Leadership*

### Literacy Education

*M.S. Literacy Birth–Grade 6*

*M.S. Literacy Grades 5–12*

*M.S. Literacy Birth-Grade 6 and Grades 5–12*

### Special Education

#### Childhood Options (Grades 1–6)

*M.S. Special Education Dual Initial Certification in Childhood and Students with Disabilities*

*M.S. Special Education Initial/Professional Certification in Childhood and Students with Disabilities*

*Special Education Advanced Certification*

#### Adolescence Options (Grades 7–12)

*M.S. Special Education Dual Initial Certification in Adolescence and Students with Disabilities*

*M.S. Special Education Initial/Professional Certification in Adolescence and Students with Disabilities*

*Special Education Advanced Certification Generalist*

The master's programs in the School of Education are designed to prepare professionals who understand theory and research and how to apply this knowledge to practice; understand and respect diversity; act on the belief that all individuals can and will learn; and have knowledge of current and best practices in their chosen fields.

The doctoral program in Executive Leadership is designed for managers and executives in education and other related organizations. This education program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven organizations.

## Additional Information

## Faculty

The faculty in the School of Education are committed to providing high-quality programs of study including relevant experiences that stimulate critical thinking and promote reflective practice. The faculty are highly qualified and model best professional practices in teaching, scholarship, advisement, and service, including the assessment of their own effectiveness as related to candidate performance. The faculty collaborate with colleagues in the higher education community, P–12 schools, and other organizations to ensure a well-rounded program of study for all candidates.

## School of Education and Program Learning Outcomes

The learning outcomes for the teacher and school leader preparation programs offered by the School of Education are consistent with the College's learning outcomes; the Interstate New Teacher Assessment and Support Consortium (INTASC) standards for teachers; the Educational Leadership Constituent Council (ELCC) standards for school leaders; and the National Board for Professional Teaching Standards (NBPTS) for preparation of teachers in our professional programs.

The specific program learning outcomes and requirements are listed separately under the individual programs. In all cases, the learning outcomes and requirements have been developed collaboratively based on state and national standards for the preparation of professionals.

## Professional Dispositions

Candidates are expected to exhibit professional dispositions in their college classrooms, field experiences, and all interactions with others.

Dispositions are identified as the values, beliefs, and professional ethics that influence behaviors toward candidates, families, colleagues, and communities and affect student learning, motivation, and development. Dispositions are guided by beliefs and attitudes related to certain values such as compassion, fairness, honesty, responsibility, and social justice. Professionalism as defined by School of Education involves, among other things, personal responsibility; reliability; respect for others; effective interpersonal relationships, valuing diversity and learning; and ethical behavior, including honesty and integrity.

Dispositions have been defined in a Professional Dispositions Statement that will be made available to candidates upon admission to all teacher and leader education programs. Our expected professional dispositions for all graduate candidates include but are not limited to: respect for others, diversity, open-mindedness, teamwork, collaboration and interpersonal relations, integrity, trustworthiness, responsibility, compassion, acceptance of constructive criticism, persistence, resourcefulness, enthusiasm, organization, self-reliance and self-efficacy, self-reflection, punctuality and attendance, professional appearance and personal grooming.

Candidates are expected to demonstrate professional behaviors both on and off campus. Candidates who exhibit inappropriate behaviors or fail to meet professional standards may be directed to the candidate support process or recommended for dismissal from the program.

## Candidate Support System

The School of Education candidate support system is intended to support candidates in their development as future educators and provide ongoing feedback for continuous improvement. Candidates are regularly assessed at critical points as they progress through their programs of study. The support system is described in detail in the *School of Education Academic Advising Handbook*.

## Academic Programs

# Ed.D. in Executive Leadership

## Overview

Dr. Jeannine Dingus-Eason, *Program Director*

The Education Doctorate (Ed.D.) in Executive Leadership at St. John Fisher College is administered by the Ralph C. Wilson, Jr. School of Education (SoE). The program provides candidates with an opportunity to develop the critical leadership skills and knowledge that are required in today's increasingly complex, diverse, and information-driven organizations. This unique and rigorous education program in executive leadership was developed to provide an attractive and viable alternative to "traditional" doctoral programs in leadership. As an alternative doctoral model, the program is designed to:

- Provide executives and senior managers with an advanced curriculum that focuses on relevant and current topics and issues in executive leadership.
- Focus on the core leadership competencies, dispositions, and applied research that executives and senior managers need to be effective in various organizational settings.
- Provide opportunities for candidates to focus their dissertation on actual problems in their organization, making the dissertation relevant and practical, and thereby encouraging organizational support.
- Provide candidates with access to a network of successful executives and organizations to support their intellectual, professional, and career development.

## Mission

The Executive Leadership program operates within the context of the SoE's conceptual framework, which embraces a philosophy of social justice based on five interlocking tenets: diversity, achievement, compassion, knowledge, and service. The program's faculty and staff are committed to modeling this philosophy in their interactions with candidates, colleagues, and the community.

The mission of the Doctoral Program in Executive Leadership at St. John Fisher College is to provide a unique, challenging, and rigorous educational experience that focuses on issues in leadership and related fields while drawing on the best practices from a range of disciplines. The program prepares candidates for executive leadership roles within the context of a diverse, information-driven, and increasingly technological society. To this end, the program seeks to:

- Prepare ethically responsible leaders who are committed to improving conditions, opportunities, and outcomes for their clients and employees.
- Prepare highly capable leaders who understand and know how to use research, best practices, and new technologies to guide change and improve individual and organizational performance.
- Prepare confident and compassionate leaders who are committed to improving the quality of life for children and families in underserved communities.
- Prepare socially conscious and morally grounded leaders who respect and embrace diversity and understand the importance of human resource development.

## Goals

The goals of the program are:

- To provide a high-quality educational program that prepares candidates for successful careers as executive leaders.
- To provide a program of study that promotes effective organizational and individual performance.
- To maintain a professional environment that promotes an understanding of and appreciation for diversity.
- To provide greater access for groups historically underrepresented in doctoral-level programs and in positions of executive leadership.
- To provide a rigorous multidisciplinary advanced program of study for working professionals that fosters high rates of completion.

## Admission Requirements

Admission is limited to qualified candidates who have:

- A minimum of three years of successful management/administrative-level experience.
- Completed a master's degree program in a related field from a regionally accredited institution of higher education.
- A proven record of excellence in mid-level leadership and management.

Candidates are required to provide evidence of their potential to meet the demands of a rigorous doctoral-level program.

Candidates for admission are required to submit:

- A completed admissions application.
- Official college transcripts documenting completion of a master's degree.
- Two recommendations from successful leaders currently practicing in the candidate's or a related profession.
- The Applicant Employment History and Supervisor's Performance Appraisal and Recommendation form documenting employment history and performance for the most recent two years.
- Three professional writing samples of no longer than five pages each, with the total not exceeding ten pages.

- A current résumé.
- A concise essay, of no more than one typed page, outlining the candidate's vision of leadership and reasons for applying to the program.

Applicants who meet the requirements will be required to:

- Participate in a formal interview process.
- Provide an on-demand writing sample on the day of the interview.

## Locations

The Doctoral Program in Executive Leadership is offered at the following locations:

- St. John Fisher College in Rochester, NY
- The College of New Rochelle's Westchester Campus in New Rochelle, NY (Extension Site)
- Onondaga Community College's Regional Higher Education Center in Syracuse, NY (Extension Site)

All Ed.D. candidates at extension sites are required to take one course on the St. John Fisher College campus.

For information regarding application and admission to the doctoral program, prospective candidates should contact the St. John Fisher College Office of Graduate Admissions at **(585) 385-8161** or email [grad@sjfc.edu](mailto:grad@sjfc.edu).

## Learning Outcomes

The program will prepare executive leaders who demonstrate the following:

- Ability to apply and synthesize the essential knowledge, skills, and dispositions required for effective leadership and management in various organizational settings.
- Capability to conduct research and collect, analyze, and interpret data to inform decision-making and improve performance.
- Facility to think and plan strategically and conduct action research that is supported by best practice.
- Understanding of the impact, interactions, and implications of various public sectors on educational systems.
- Integrity to make ethical and fair decisions when facing moral dilemmas.
- Capacity to appreciate and maximize the talents and skills of a diverse workforce.
- Ability to assess and maximize human potential through a process of continuous personal, professional, and intellectual development.

## Program Requirements

### Degree Requirements

To qualify for the Ed.D. in Executive Leadership, candidates in the program are required to:

- Complete a minimum of 90 credit hours. Up to 30 credit hours from an approved graduate degree program may be considered for transfer.
- Complete the program's core requirements, comprised of a minimum of 60 credit hours, including research methodologies and the dissertation.
- Pass a comprehensive exam, and write and successfully defend a doctoral dissertation proposal and doctoral dissertation.
- Satisfy the residency requirement by completing at least 9 credits of core courses each semester for two consecutive semesters.

### Core Curriculum Requirements

All candidates are required to:

- Complete the program's core curriculum, which includes 20 courses totaling 60 credits.
- Register for 9 credits each semester and be continuously enrolled to meet the core requirements, with the exception of the first summer, which requires candidates to register for 6 credits.
- Take the core courses offered in this curriculum; courses taken at other institutions may not be used as substitutes.
- Maintain a minimum cumulative grade point average of 3.00 ('B') or higher each semester to continue in the program.

### Ed.D. Executive Leadership Requirements\*

DEXL 701	Doctoral Studies Seminar	(3)
DEXL 702	Contemporary Issues in Executive Leadership	(3)
DEXL 703	Research Methods and Design	(3)
DEXL 704	Leadership and Cultural Change	(3)



DEXL 705	Field Experience I	(3)
DEXL 706	Applied and Action Research	(3)
DEXL 707	Qualitative and Quantitative Research Methods	(3)
DEXL 708	Field Experience II	(3)
DEXL 709	Public and Human Relations	(3)
DEXL 710	Assessment, Evaluation, and Organizational Improvement	(3)
DEXL 711	Field Experience III	(3)
DEXL 712	Public Policy, Law, and Ethics	(3)
DEXL 713	Executive Leadership and Shared Governance	(3)
DEXL 714	Field Experience IV	(3)
DEXL 715	Finance and Resource Development	(3)
DEXL 716	Human Resource Development and Continuous Improvement	(3)
DEXL 717	Guided Dissertation Seminar I	(3)
DEXL 718	Leadership and Diversity	(3)
DEXL 719	Guided Dissertation Seminar II	(3)
DEXL 720	Guided Dissertation Seminar III	(3)
<b>Total</b>		<b>(60)</b>

*\*Includes approval of the final dissertation document by the Program Director.*

#### **Optional**

- DEXL 721 Guided Dissertation Seminar IV (3)\*
- DEXL 722 Guided Dissertation Seminar V (3)\*

*\*Requires permission of the dissertation chair and Program Director to register.*

## **School District Leader, Advanced Certificate**

### **Program Overview**

The School District Leader (SDL) Advanced Certificate Program serves as an additional component of the Doctorate of Education (Ed.D.) in Executive Leadership Program. The SDL Advanced Certificate Program is for qualified individuals interested in leadership opportunities such as superintendent, associate superintendent, or other district-level administrative positions.

### **School District Leader Advanced Certificate Admission Requirements**

In addition to the materials and credentials outlined in the general admission requirements and Doctorate of Education (Ed.D.) admission requirements, individuals applying for admission to the School District Leader program must meet the following prerequisites and provide verification:

- Possess a valid School Administrator/Supervisor (SAS) certificate or School Building Leader (SBL) certificate from an approved program
- Have three or more years of teaching, pupil personnel services, and/or school leadership experience
- Completion of the Child Abuse Identification Workshop and School Violence Prevention and Intervention Workshop (if applicable)
- Completion of the Harassment, Bullying, and Discrimination Prevention and Intervention workshop. The workshop can be completed during the program and must be completed prior to graduation.

In accordance with New York State Education Department requirements, candidates in the SDL program will be required to take and pass the New York State SDL Licensure Exam, successfully complete a minimum of 60 credits of graduate study, which includes 30 transfer credits from an approved master's degree program and 30 hours of additional coursework provided by this program.

For specific information regarding the School District Leader certificate, please contact Dr. Jeannine Dingus-Eason at (585) 385-8002 or [jdinus@sajfc.edu](mailto:jdinus@sajfc.edu).

## **Program Courses**

The SDL Advanced Certificate component is integrated within 13 existing courses in the Ed.D. Program, and one 3-credit district level internship (DEXL 723). The courses were specifically chosen to provide a sequence that addresses the district-level knowledge, skills, and experiences that will prepare persons holding building-level certification to apply their knowledge and skills to the district level.

## **Courses**

### **DEXL-701 Doctoral Studies Seminar (3)**

This course provides candidates with an orientation to the program and the expectations and requirements for doctoral-level study. Candidates will refine their library research, concept development, and academic writing skills. Candidates will be exposed to doctoral-level research and various processes for developing research topics, conceptual frameworks, research ideas, and problem statements relevant to professional practice. Through reading, literature review, class discussion, reflection, and advisement, candidates will develop time management plans and other projects to guide the development of their field experiences and dissertation.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-702 Contemp Issues Exec Leader (3)**

This course examines leadership theory in both historical and philosophical contexts. Candidates will explore major social, political, and cultural influences on the development of leadership theory and the impact of those influences on the practice of leadership. Candidates will analyze the various leadership theories in relation to their applicability to emerging needs of organizations in the 21st century. Candidates will identify a current issue/problem in an organization and construct a personal leadership theory and vision designed to advance a learning and service-centered organizational model.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on contemporary issues related to leadership in P-12 district-level settings, specifically district level curriculum and instructional leadership to support improvement in school and student performance.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-703 Research Methods & Design (3)**

This course is designed to provide candidates with an understanding of relevant research approaches in education, health, business, and other human service practices to inform decision-making and support organizational change. The course will provide an overview of research paradigms, the identification of researchable problems, and broadly survey research methods, including qualitative, quantitative, and mixed methods approaches. In doing so, the course will explore issues around research ethics and consider the importance of ethics. Additionally, the course will explore how research literatures function as distinct genres with explicit and implicit codes of understanding. Candidates will share their developing understanding of research through oral presentations and literature reviews.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-704 Leadership&Cultural Change (3)**

Candidates will examine firsthand the strategies used by successful executive leaders in various organizational settings to effect organizational and cultural change. Candidates will review the strategies in the context of applicable research, methodologies, best practice, and real-world cases. Candidates will focus on the skills, knowledge, and dispositions required to build organizational leadership, capacity, coherence, and intelligence essential to the growth and long-term success of human systems.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to leadership and cultural change in P-12 district-level settings, specifically curriculum and instructional leadership for change.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-705 Field Experience I (3)**

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 703 and 704, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and



instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-706 Applied & Action Research (3)**

This course explores action research and the associated theories, methodologies, and practices that have been used by successful transformational leaders to achieve organizational change. Candidates will examine the basic tenets of action research, including action research and organizational improvement models; the components of a literature review; strategies for organizational data collection, analysis, and interpretation. The course will also describe skills pertinent to identifying organizational problems and strategies for improvement through systematic inquiry and reflection. The course also explores the identification and application of a theory in relation to each candidate's research problem.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related applying data to decision-making processes at the P-12 district-level, including but not withstanding organizational improvement models, and strategies for district-level improvement.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-707 Qualit & Quant Methods (3)**

This course provides an overview of qualitative and quantitative research methods including their history, traditions, conceptual frameworks, and justifications. Candidates will examine the two approaches to determine distinctions, similarities, practical utility, and problems in the collecting, managing, analyzing, and reporting of qualitative and quantitative data. Candidates also will focus on the distinction between data and evidence, the technical approaches and applications used to determine data validity and reliability, and the substantiating of evidence within the context of research and organizational outcomes. The course project will be aligned with the requirements for Part I of the Comprehensive Exam.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-708 Field Experience II (3)**

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 706 and 707, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a minimum of 100 documented field hours for the district-level supervised internship.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-709 Public & Human Relations (3)**

This course examines public and human relations in the context of various private and non-profit organizations using a case study method. The course will have a particular focus on the relationship between community organizations serving children and families. Candidates will examine the potential use of public and human relation strategies to improve connections between education and healthcare, social services, business, and other public and human service sectors. The course will also expose candidates to effective leadership strategies and best practices designed to improve organizational performance. Topics will include internal and external communications; partnerships with diverse organizations and audiences; strategic planning and marketing communications; crisis communication and management; media and public relations; public imaging; creative leadership; and public relations research and evaluation.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on communication strategies for school boards, parents, building and district leaders, teachers, support staff, state leaders, community leaders, and other community members from diverse backgrounds. Candidates will be required to conduct a case study analysis on a public relations case related to public relations, communication, and relationship building in a P-12 school district environment.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-710 Assess, Eval & Org Improve (3)**

This course introduces candidates to the field of program evaluation. Candidates will review evaluation approaches; examine political and interpersonal relationships with key stakeholders; study methods of data collection and analysis; and review strategies for reporting results. The course also explores the nature of the relationship between an organization's vision, mission, and goals; strategic planning process; and specific program outcome measures. The course project will be aligned with the requirements for Part II of the Comprehensive Exam.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on the evaluation of district-level initiatives related to curriculum, instruction, assessment, and/or organizational improvement approaches at the P-12 district-level.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-711 Field Experience III (3)**

Field Experience III is designed to support the completion of Part III of the Comprehensive Examination, the General Field Examination. Candidates will develop a Field Experience Proposal that covers the required sections outlined in the Comprehensive Exam requirements including sections: (a) a field-based case study; and (b) a portfolio of the candidate's best work. The Field Experience Proposal must be approved by the faculty of record. The faculty of record will provide guidelines outlining the course requirements and specifications for completing the projects. Candidates must maintain a log documenting that a minimum of 50 hours have been dedicated to meeting the requirements of the course. Candidates will meet with faculty at assigned times and on an as-needed basis. Mid-term and end-of-course assessments will be administered and used to evaluate candidate performance on the required projects and determine the final score on the General Field Exam portion of the Comprehensive Exam. Graded S/U.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-712 Public Policy, Law & Ethics (3)**

This course is designed to provide candidates with an understanding of the principles and the interconnectedness of policy, law, and ethics and their implications for executive leadership. Policy development and implementation, federal and state laws, and issues of ethics will be addressed in a broad spectrum of leadership styles and organizational settings. The course will provide executive leaders with the requisite knowledge, skills, and dispositions to remain current with issues of policy, law, and ethics while equipping them with the knowledge to positively impact the lives of the personnel and organizations within their spheres of influence.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to public policy; interactions with local, state, and federal representatives; applying statutes, law and ethical behaviors at the P-12 district-level.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-713 Shared Governance (3)**

This course is a critical examination of the relationship between leadership effectiveness and governance, the differences and similarities in the educational system, and the governing structures in public, private, and not-for-profit organizations. The course will combine the study of theory and practice by exploring the major components of organizational governance, including the roles and responsibilities of the executive leader; governing boards; unions; local, state, and federal agencies; and community groups. These components will be examined in the context of contemporary educational issues in the areas of policymaking, administration, collective bargaining, shared decision-making, authority and accountability, and ethical and legal requirements. Through the use of special guest lecturers, case studies, current events, and simulations, candidates will examine the external and internal constraints and the opportunities of shared governance from conceptual, practical, political, ethical, and policy perspectives.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to executive leadership and shared governance within the context of working with school boards, collective bargaining units, and external stakeholders at the P-12 district-level.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-714 Field Experience IV (3)**

Candidates will work with an executive mentor to develop a Field Experience Proposal that integrates the major themes and learning outcomes in DEXL 712 and 713, engages candidates in a practicum in an organizational setting, and supports achievement of the related dissertation milestone. Proposals must include the goals, objectives, and rationale for the experience; a description of the relationship between the proposal objectives and course learning outcomes; a list and schedule of the major activities that will result in a minimum of 50 documented field hours; and identification of the leadership standards to be addressed. The experience will culminate in a final written report, developed by each candidate, describing the experience, the outcomes achieved, and the standards met. The Field Experience Proposal must be approved by the executive mentor and instructor of record. Graded S/U.

Candidates accepted into the SDL Advanced Certificate program must select certified school district leaders as executive mentors for a district-level leadership field experience. SDL candidates must develop an approved proposal that addresses one or more of the competencies of the SDL Advanced Certificate program. Candidates pursuing the SDL must complete a

minimum of 100 documented field hours for the district-level supervised internship.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-715 Finance & Resource Dev (3)**

This course examines the organizational value systems underlying finance and resource development in education, health, nonprofit, and business organizations. These systems will be explored in the context of revenue sources, generation, and distribution; funding formulas and local, state, and federal requirements; equity, evaluation, and reform; strategic planning and decision-making; analysis and allocation of resources; and compliance and accountability. Through interactive instruction, special guest lecturers, case studies, simulations, and field experiences, candidates will analyze complex financial and social issues confronting leaders in an era of limited resources and develop solution sets and action strategies based on best practices.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to finance and resource development at the P-12 district-level.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-716 HR Dev&Cont Improvement (3)**

This course examines key theories, systems, contemporary issues and innovative practices in human resource development and performance. The course will explore these various elements through a human capital strategy that focuses on leadership, organizational culture and continuous organizational improvement. Candidates will identify and analyze complex problems and issues in various organizational settings, and the implications for continuous improvement within a human capital framework. Candidates also will apply various aspects of human resource development and human capital strategies within the context of applicable research, methodologies, best practice, and real-world cases.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to human resource development and continuous improvement at the P-12 district-level. Candidates will also complete or show evidence of completing the Child Abuse Prevention Workshop and the School Violence Intervention and Prevention Workshop upon completion of the course.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-717 Guided Dissertation Sem I (3)**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-718 Leadership & Diversity (3)**

This course examines the role that leadership plays in addressing issues of diversity and equity in various organizational settings. Candidates will analyze various theoretical frameworks to determine how demographic variables and historical, social, cultural, economic, legal, and political constructs influence organizational behavior, decisions, and outcomes. Candidates also will examine contemporary issues and various aspects of human diversity and multiple oppressions (race/ethnic, class, ability, and gender), as well as environmental concerns and practices that can positively or negatively impact the recruitment, retention, and success of diverse workforce and learners in various organizational settings.

Candidates accepted into the SDL Advanced Certificate program will be required to focus their course projects on issues related to self-improvement and continuous learning involving diversity of parents, students, staff, and community leaders at the P-12 district-level.

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-719 Guided Dissertation Sem II (3)**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-720 Guided Dissertation Sem III (3)**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with the course faculty and their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain weekly logs and submit progress reports to the faculty and their dissertation chair at the mid-point and at the end of the semester. Graded S/U.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-721 Guided Dissertation Sem IV (3)**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-722 Guided Dissertation Sem V (3)**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-722 Guided Dissertation Sem V (3)**

This course is designed to support candidates in the continuing development and refinement of their dissertations. Small group and individual assistance will be provided to candidates by course faculty and dissertation chairs to support ongoing progress and completion of the program's dissertation requirements. Candidates will meet at prearranged times to work on their dissertations individually and in small groups, receive feedback from faculty, and provide feedback to each other. Candidates will develop a Dissertation Completion Plan, in consultation with their dissertation chair, with timelines based on the dissertation milestone for the relevant term. Candidates also will maintain a weekly log and submit progress reports to the faculty and their dissertation chair at the end of the semester. Requires permission of the dissertation chair and Program Director to register. Graded S/U.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Executive Leadership

### **DEXL-723 District Level Internship (3)**

This course is designed to support candidates seeking SDL Advanced Certification. Candidates shall participate in a full-time 15 week district-level leadership internship experience under the supervision of an executive mentor who has at least 3 years of district level experience and holds a New York School District Leader Certificate. The supervised internship must be approved and evaluated by a full-time St. John Fisher College faculty member who holds a New York School District Leader Certificate. The overall internship experience will represent a synthesis of key content and high impact field based experiences that result in the candidates' demonstration of the professional knowledge, skills, and dispositions articulated in the ELCC district standards, and, most importantly, expanding candidates' capacity to improve school performance and student achievement within a district level environment. Graded S/U.

**Attributes:** ZCLX

**Prerequisites:** DEXL-714 S

**Restrictions:** Including: -Major: Executive Leadership

# M.S. in Literacy Education

## Overview

M.S. Literacy Birth–Grade 6  
M.S. Literacy Grades 5–12  
M.S. Literacy Birth–Grade 6 and Grades 5–12

Dr. Kathleen A. Broikou, *Program Director*

## Mission

The mission of the Master of Science in Literacy Education program is to prepare highly capable and ethically responsible literacy professionals who thoroughly understand and can implement the theory and practice of literacy acquisition and instruction. Consistent with the missions of St. John Fisher College and the Ralph C. Wilson, Jr. School of Education, as well as the standards set forth by the International Reading Association and the National Board for Professional Teaching Standards, the literacy program develops the knowledge, skills, and dispositions literacy educators need in order to effectively teach all students ways of using multiple forms of text that will provide them with opportunities for success in a global community. The program embraces the belief that all children learn and that learning occurs when students are actively engaged in constructing meaning within a collaborative and supportive community of learners. As such, our candidates in literacy learn how to create learning environments that address the diverse learning needs of students, are informed by best practices, use ongoing meaningful assessment of student learning, and are continuously informed by self-reflection and a commitment to professional development. Finally, our candidates learn how to disseminate information about literacy development to the family and community so that literacy learning becomes meaningful in all aspects of a child's life.

The program is designed for teachers who hold initial or provisional classroom certification and wish to become certified in literacy education. We offer graduate literacy programs leading toward professional certification in Literacy Birth to Grade 6 and Literacy Grades 5 to 12. Candidates may elect to complete a program that leads to one certification or both certifications.

## Program Goals

This program is designed to develop literacy professionals who:

- Demonstrate an understanding of the theory and practice of teaching literacy.
- Understand literacy acquisition as something that occurs across the lifespan, out of school, as well as in school.
- Create positive connections with families and communities in order to support both in- and out-of-school literacy learning.
- Demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity.
- Have the ability to create programs to address the strengths and needs of individual learners.
- Have advanced knowledge of the learner and learning environment as well as practical skills in design, implementation, teaching strategies, assessment, and evaluation of literacy programs.
- Encourage all teachers, regardless of discipline or special areas, to understand language and literacy as tools for thinking and learning that integrate reading, writing, listening, speaking, and visual representation.
- Have the expertise and habits of mind that lead to equitable pedagogy in order to address the needs of all students, including those with diverse perspectives and special needs.
- Practice continuous reflection and professional development.

## Admission Requirements

Candidates are required to have initial or provisional teacher certification and present satisfactory evidence of the ability to perform at the graduate level for admission to the graduate program in Literacy Education at St. John Fisher College. The School of Education Admissions Committee and the program director assess applicant qualifications. Applicants may submit results of the Graduate Record Examination (GRE) to strengthen an application. Candidates must score 500 or higher on each of the tests.

For information regarding application and admission to the Master of Science in Literacy Education program, please contact the Office of Graduate Admissions at **(585) 385-8161** or email [grad@sjfc.edu](mailto:grad@sjfc.edu).

For specific information regarding the Master of Science in Literacy Education program, please contact Dr. Kathleen Broikou, program director, at **(585) 385-8112** or email [kbroikou@sjfc.edu](mailto:kbroikou@sjfc.edu).

## Learning Outcomes

Upon completion of this program, candidates will be able to:

- Choose literacy practices that demonstrate knowledge of psychological, social, cultural, and linguistic foundations of reading and writing processes and instruction.
- Demonstrate knowledge of the major components of reading (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation) and how they are integrated into fluent reading.
- Use their knowledge of the writing processes, language development, writing development, and ongoing assessment to provide instruction in the components of writing, assist students in constructing meaning in their written work, and provide genuine opportunities for students to write for a variety of purposes and audiences.



- Demonstrate knowledge of language development and literacy acquisition and the variations related to culture and linguistic diversity.
- Select and use a wide range of instructional practices, approaches, methods, and curriculum materials, including technology-based practices, to support reading and writing instruction for learners at different stages of reading and writing development and from diverse cultural and linguistic backgrounds.
- Select and use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction that meet the needs of all students, including those at differing developmental stages and those from differing cultural and linguistic backgrounds.
- Create a caring, supportive, inclusive, challenging, democratic, and safe learning environment that fosters literacy development, independently and collaboratively, by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Demonstrate valuing of the role of student language, particularly student talk, in student learning, and establish an appreciation of student culture/language background as a foundation for future learning and engagement in learning.
- Demonstrate knowledge of the new literacies (i.e., digital, visual, and media literacy) and their impact on literacy acquisition and instruction.
- Demonstrate an understanding and respect for the role language and literacy play within various disciplines (social studies, science, mathematics, foreign language, etc.).
- Demonstrate multiple comprehension strategies appropriate within particular disciplines for development of active literacy users within the subject area.
- Create ways to engage students, teachers, parents, and other adults from the community to enrich instruction.
- Participate in, initiate, implement, and evaluate professional development programs.
- Contribute actively to the improvement of teaching and learning and to the advancement of knowledge and professional practice.

### Program Requirements

## M.S. Literacy Birth-Grade 6 Degree Requirements

GRDG 620	Nature and Acquisition of Literacy	(3)
GRDG 626	Language, Literacy, and Diversity	(3)
GRDG 635	Assessment-Based Literacy Instruction	(3)
GRDG 637	Practicum in Literacy	(3)
GRDG 639	Emergent Literacy	(3)
GRDG 640	Administration and Supervision of Reading and Writing Programs	(3)
GRDG 650	Literacy Methods and Materials	(3)
GRDG 658	Literacy Coaching Practicum	(3)
GRDG 670	Theory and Practice of Integrating Literature into the Classroom	(3)
GRDG 690	Capstone Project: Action Research in Literacy	(3)
<b>Total</b>		<b>(30)</b>

## M.S. Literacy Grades 5-12 Degree Requirements

GRDG 620	Nature and Acquisition of Literacy	(3)
GRDG 626	Language, Literacy, and Diversity	(3)
GRDG 634	Literacy Instruction in the Content Areas	(3)
GRDG 635	Assessment-Based Literacy Instruction	(3)
GRDG 638	Practicum in Literacy: Grades 5–12	(3)
GRDG 640	Administration and Supervision of Reading and Writing Programs	(3)
GRDG 652	Developing Critical Literacy Skills Through Literature: Grades 5–12	(3)
GRDG 658	Literacy Coaching Practicum	(3)

GRDG 670	Theory and Practice of Integrating Literature into the Classroom	(3)
GRDG 690	Capstone Project: Action Research in Literacy	(3)
<b>Total</b>		<b>(30)</b>

## M.S. Literacy Birth–Grade 6 and Grade 5–12 Degree Requirements

GRDG 620	Nature and Acquisition of Literacy	(3)
GRDG 626	Language, Literacy, and Diversity	(3)
GRDG 634	Literacy Instruction in the Content Areas	(3)
GRDG 635	Assessment-Based Literacy Instruction	(3)
Choose <b>one</b> :	GRDG 637 Practicum in Literacy: Birth-Grade 6	(3)
	GRDG 638 Practicum in Literacy: Grades 5-12	
GRDG 639	Emergent Literacy	(3)
GRDG 640	Administration and Supervision of Reading and Writing Programs	(3)
Choose <b>one</b> :	GRDG 650 Literacy Methods and Materials: Birth-Grade 6	(3)
	GRDG 652 Developing Critical Literacy Skills Through Literature: Grades 5–12	
GRDG 658	Literacy Coaching Practicum	(3)
GRDG 670	Theory and Practice of Integrating Literature into the Classroom	(3)
GRDG 690	Capstone Project: Action Research in Literacy	(3)
GRDG Elective	One elective chosen in consultation with advisor	(3)
<b>Total</b>		<b>(36)</b>

## Courses

### GRDG-506 Tch Rdg Spec Needs B-6 (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating young children with special needs. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring literacy skills. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will further develop instructional strategies to enhance teaching and learning for all students.

**Attributes:** TGRD

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

### GRDG-507 Tch Rdg Spec Needs 5-12 (3)

This course will review current and seminal research related to the cognitive and psycho-sociolinguistic models of literacy development and their implications for educating children with special needs in middle and secondary grades. Attention will be given to the provision of appropriate assessment and instruction for diverse learners experiencing difficulty in acquiring and applying literacy in home and school contexts. The course will also emphasize the provision of literacy services to students in compensatory or special education programs. Candidates will consider how to use technology in ways that expand educational opportunities and benefit all students.

**Attributes:** TGRD

**Prerequisites:** -



**Restrictions:** Including: -Level: Graduate

**GRDG-526 Lang, Lit & Div Am Schools (3)**

In this course, students will examine theory and research around the concept of diversity and its relation to literacy learning. We will draw on Critical Race Theory, sociocultural theory, and the concept of discourse communities to conceptualize diversity and to understand the educational challenges and opportunities presented by diversity in relation to literacy learning. Questions about the unique challenges of teaching literacy in a complex classroom will be raised, and consideration will be given to different ways of investigating those questions. Also, questions with regard to how research has contributed to our thinking and methods of teaching literacy to diverse student populations will be examined.

**Prerequisites:** GRDG-620 Y C

**GRDG-534 Literacy Inst Content Area (3)**

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies will be presented in conjunction with the New York State Common Core Learning Standards. An additional focus of the course is to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods including the use of technology.

**Attributes:** TGRD

**Restrictions:** Including: -Level: Graduate

**GRDG-535 Literacy Inclu Classrm: Pri (3)**

This course provides an in-depth exploration of theories, methods, and materials relevant to literacy instruction in the primary classroom (grades 1 to 3). A key focus of this course is to help candidates address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. This course addresses the learning needs of diverse students by integrating social justice education through critical literacy into the curriculum. Candidates demonstrate knowledge of the New York State Common Core Learning Standards in pedagogy and curriculum. A field experience component is required.

**Attributes:** TGRD

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

**GRDG-550 Literacy Inclu Classrm: Int (3)**

This course builds on theories, assessments, teaching methods, and materials introduced in GRDG 535 and has a focus on literacy instruction for an inclusive classroom at the intermediate grade levels. A focus on linking the New York State Common Core Learning Standards in pedagogy and curriculum is emphasized. A field experience component is required.

**Attributes:** TGRD

**Prerequisites:** GRDG-535 C

**Restrictions:** Including: -Level: Graduate

**GRDG-620 Nature&Acquisitn: Literacy (3)**

This course is an overview of theories of language and literacy acquisition including but not limited to autonomous and ideological models of reading, socio-cultural-historical views of literacy, critical literacy, language variation, and literacy in a post-typographic world.

**Attributes:** TGRD

**Restrictions:** Including: -Level: Graduate

**GRDG-626 Lang, Literacy & Diversity (3)**

In this course, students will examine theory and research around the concept of diversity and its relation to literacy learning. We will draw on Critical Race Theory, sociocultural theory and the concept of discourse communities to conceptualize diversity and to understand the educational challenges and opportunities presented by diversity in relation to literacy learning. Questions about the unique challenges of teaching literacy in a complex classroom will be raised, and consideration will be given to different ways of investigating those questions. Also, questions with regard to how research has contributed to our thinking and methods of teaching literacy to diverse student populations will be examined.

**Attributes:** TGRD

**Prerequisites:** GRDG-620 C

### **GRDG-634 Lit Instr Content Area (3)**

This course is designed to highlight the role of literacy acquisition and application within the content areas. Literacy and writing strategies will be presented in conjunction with the New York State Common Core Learning Standards. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through culturally relevant pedagogy and curriculum; the use of multicultural materials; and alternative and adaptive methods, including the use of technology.

**Attributes:** TGRD

**Prerequisites:** GRDG-620 Y C

**Restrictions:** Including: -Level: Graduate

### **GRDG-635 Assessment-Based Lit Instr (3)**

This course will examine the nature and function of formal and informal assessment processes in literacy instruction for students in grades 3-12. An examination of best practices for students in diverse school settings and a review of assessment strategies designed to enhance literacy instruction is addressed. A field experience component in a local school is required.

**Attributes:** TGRD

**Prerequisites:** GRDG-620 Y C

**Restrictions:** Including: -Level: Graduate

### **GRDG-637 Lit Pract: Birth - Grade 6 (3)**

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base. Permission of the Program Director required to register.

**Attributes:** TGRD

**Prerequisites:** GRDG-635 C

**Restrictions:** Including: -Level: Graduate; Excluding: -Major: Reading

### **GRDG-637 Practicum in Literacy (3)**

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon each student's experience and knowledge base. Permission of the Program Director required to register.

**Attributes:** TGRD

**Prerequisites:** GRDG-635 C

**Restrictions:** Including: -Level: Graduate; Excluding: -Major: Reading

### **GRDG-638 Lit Pract: Grades 5-12 (3)**

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student. Permission of the Program Director is required to register.

**Attributes:** TGRD

**Prerequisites:** GRDG-635 C

**Restrictions:** Including: -Major: Literacy Education -Level: Graduate

### **GRDG-638 Practicum in Literacy (3)**

Practicum candidates will focus on the skills of a literacy specialist/coach. Candidates are assigned to a child or small group of

children who need specialized instruction. Candidate will be responsible for administering various informal and formal assessments and using and reporting the results to plan and implement specialized literacy instruction. Candidates will demonstrate their professional and pedagogical knowledge necessary for the interactive and dynamic relationships that Literacy Specialists are required to develop with educators in schools. They will use differentiated instruction and apply individualized and contextualized teaching and learning techniques that draw upon the experience and knowledge base of the student. Permission of the Program Director is required to register.

**Attributes:** TGRD

**Prerequisites:** GRDG-635 C

**Restrictions:** Including: -Major: Literacy Education -Level: Graduate

### **GRDG-639 Emergent Literacy (3)**

This course will focus on literacy development, knowledge, and assessment for children from birth to grade two. The impact of culture and language on literacy development and the use of technology to support literacy will be explored. A field experience component is required.

**Attributes:** TGRD

**Prerequisites:** GRDG-620 Y C

**Restrictions:** Including: -Level: Graduate

### **GRDG-640 Admin&Sup-Rdg/Wrtng Prgm (3)**

The course is designed to aid future literacy specialists in developing proficiency in organizing and enhancing school-wide literacy programs. In addition, candidates will explore techniques, including the use of technology, for analyzing and improving curriculum and instruction and for ensuring alignment with New York State Common Core Learning Standards. Effective leadership skills, including the ability to work with individuals from diverse backgrounds, will be examined.

**Attributes:** TGRD

**Prerequisites:** GRDG-635 Y C

**Restrictions:** Including: -Level: Graduate

### **GRDG-650 Literacy Methods (3)**

The focus is on current research-supported methods and materials used in developing the listening, speaking, reading, and writing skills of children and adolescents. An additional focus of the course will be to help literacy and subject-area teachers address the needs of diverse learners through the use of multicultural materials and alternative and adaptive methods, including the use of technology. Candidates will examine models of literacy instruction, as well as commercially published materials and programs.

**Attributes:** TGRD

**Prerequisites:** GRDG-620 Y C

**Restrictions:** Including: -Level: Graduate

### **GRDG-652 Dev CritLit Skills thruLit (3)**

The emphasis of this course is on the critical examination of literature from multiple perspectives (e.g., linguistic, political, social, multicultural, and psychological). Candidates will use information technology and other resources to help identify and analyze literary elements of diverse texts and illustrations in relation to the varying perspectives and will discuss the implications of these analyses for the teaching of all students.

**Attributes:** TGRD

**Prerequisites:** GRDG-620 Y C

**Restrictions:** Including: -Level: Graduate

### **GRDG-658 LiteracyCoaching:Practicum (3)**

This course will focus on the application of the skills of a literacy specialist and coach. The candidate will be responsible for observing instructional practice and giving feedback; modeling research-based strategies and instruction; engaging in collaborative analysis of student assessment data and how the data informs instruction; planning and participating in a professional book study group; and providing overall leadership in literacy learning and teaching.

**Attributes:** TGRD

**Prerequisites:** GRDG-637 C OR GRDG-638 C

**Restrictions:** Including: -Major: Literacy Education, Reading

### **GRDG-670 Thry&Prac Integ Lit Class (3)**

This course focuses on literature and the theoretical considerations and practices teachers use to integrate literature into the school curriculum. Candidates are introduced to different reading theories that inform the interpretation of literature (i.e., new criticism, reader response, critical literacy, etc.). Candidates will also have opportunities to enrich and expand their pedagogical knowledge through the introduction of instructional strategies focused on the teaching of literature (i.e., discussion, writing, and technology integration). Graded S/U.

**Attributes:** TGRD

**Restrictions:** Including: -Major: Literacy Education, Reading

### **GRDG-690 Capstone: Action Res Ltrcy (3)**

This is a guided experience that addresses a significant issue in literacy of intellectual interest to each candidate. Candidates will complete an action research project that provides an opportunity to practice the methods and means of collecting data, to engage in the process of analyzing and writing up research, and to formally present research to colleagues. The project will reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate will demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning.

Note: For students in a 30 credit Literacy program, a minimum of 21 credits of the program must be completed to register for GRDG 690. For students in the 36 credit Literacy program, a minimum of 27 credits must be completed to register for GRDG 690.

**Attributes:** TGRD ZCAP ZRES

**Prerequisites:** GRDG-637 C OR GRDG-638 C

**Restrictions:** Including: -Major: Literacy Education, Reading -Level: Graduate

### **GRDG-696 Independent Study (1 TO 3)**

Independent study courses are intended to provide candidates with options to further develop their knowledge and skills. Independent Study Authorization form is required.

**Attributes:** TGRD

**Restrictions:** Including: -Major: Literacy Education, Reading -Level: Graduate

## **Courses**

### **GEDU-501 Issues in Health & Safety (0)**

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

### **GEDU-520 Hist & Phil of Educ (3)**

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

### **GEDU-526 Div, Soc Just & Schooling (3)**

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of

contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

# M.S. in Special Education and Adolescence

## Overview

Dr. Susan Hildenbrand, *Program Director*

## Mission

The mission of the Special Education:Adolescence program is to provide a quality educational experience that prepares candidates for distinguished careers in Inclusive Education and for leadership roles in schools and communities. The Special Education programs develop the knowledge, skills, and dispositions special educators need in order to effectively teach all students, including those with exceptional learning needs.

## Adolescence Options in Special Education (Grades 7-12)

### M.S. Special Education Dual Initial Certification

Prepares non-certified graduate candidates who are pursuing adolescence initial certification in English, LOTE—French or Spanish, or Social Studies grades 7–12, and certification to teach students with disabilities at the same developmental level, and results in the M.S. in Special Education degree. (42 credits)

Candidates who, at the time of applying, have not yet passed the New York State Content Specialty Test (CST) for the subject-area in which they seek certification are admitted conditionally. This conditional status enables the applicant to take courses for the first semester, during which they must take and pass the CST in order to continue in the program.

### M.S. Special Education Adolescence Education/Special Education Generalist Certification\*

Prepares teachers who are initially certified and are pursuing certification to teach students with disabilities and results in the M.S. in Special Education degree. (30 credits)

### Special Education Advanced Certification Generalist 7-12

Prepares teachers who have completed the master's degree requirement and are pursuing certification to teach students with disabilities in grades 7–12. (18 credits)

## Admission Requirements

For information regarding application and admission to a graduate program in Special Education, please contact the Office of Graduate Admissions at **(585) 385-8161** or email [grad@sjfc.edu](mailto:grad@sjfc.edu).

The Admissions Committee of the Special Education program and the graduate program director review applicant qualifications.

For specific information regarding the Master of Science in Special Education program, please contact Dr. Susan Hildenbrand, program director, through the School of Education office, **(585) 385-7297** or email [shildenbrand@sjfc.edu](mailto:shildenbrand@sjfc.edu).

## Learning Outcomes

## Learning Outcomes

Upon completion of the programs, candidates will be able to:

- Apply knowledge of the philosophical, historical, pedagogical, and legal foundations of special education to organize and design instruction.
- Use knowledge of human development to appreciate and address learning differences.
- Use a variety of approaches, including technology, to help students increase their understanding and command of essential knowledge and skills.
- Model communication skills to help students access, comprehend, and apply information, as well as to acquire knowledge and develop and maintain interpersonal relationships.
- Create an environment in which fairness and respect for diversity are modeled, taught, and practiced to ensure quality learning opportunities for all students.
- Utilize a core body of knowledge in the disciplines to establish curricular goals, design instruction, facilitate student learning, and assess student progress.
- Develop a sense of efficacy and independence in students to develop their character, sense of civic and social responsibility, respect for diverse individuals and groups, and the ability to work constructively and collaboratively with others.
- Design and select a variety of assessment strategies to obtain meaningful and timely information about student learning and development and to help students reflect on their own progress.
- Work collaboratively with parents, guardians, and other caregivers to set and achieve educational goals for their children.
- Provide leadership and work collaboratively with colleagues and others to improve schools and advance knowledge, policy, and practice in the field.
- Reflect, evaluate, and strengthen the quality of professional practice.

## Program Requirements

### Special Education and Adolescence Options

- M.S. Special Education Dual Initial Certification
- M.S. Special Education Initial/Professional Certification
- Special Education Advanced Certification

#### M.S. Special Education Dual Initial Certification

GAED 528	The Adolescent	(3)
GAED 533	Field Experience I (50 Hours)	(0)
GAED 534	Field Experience II (50 Hours)	(0)
GEDU 501	Issues in Student Health and Safety	(0)
GEDU 520	History and Philosophy of Education	(3)
GEDU 526	Diversity, Social Justice, and Schooling	(3)
GRDG 507	Teaching Reading to Learners with Special Needs: Adolescence	(3)
GRDG 534	Literacy Instruction in the Content Areas	(3)
GSED 501	Inclusive Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students in the Inclusive Classroom	(3)
GSED 512	Behavior Management in the Inclusive Classroom: Adolescence	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom	(3)
GSED 556	Field Experience III	(0)
GSED 586	Student Teaching Seminar: Special Education and Adolescence	(0)
GSED 591	Student Teaching: Special Education and Adolescence	(6)
Choose <b>one</b> content methods course:	GAED 541 Effective Practice in Social Studies Education	(3)
	GAED 542 Effective Practice in English Education	
	GAED 543 Effective Practice in LOTE Education	
Choose <b>one</b> content methods course:	GAED 537 Curriculum, Instruction, and Assessment in Social Studies Education	(3)
	GAED 538 Curriculum, Instruction, and Assessment in English Education	
	GAED 539 Curriculum, Instruction, and Assessment in LOTE Education	
Choose <b>one</b> culminating content-based course:	GAED 561 Research in Social Studies Education	(3)
	GAED 562 Research in English Education	
	GAED 563 Research in LOTE Education	
<b>Total</b>		<b>(42)</b>

Field experiences are required for certification and the master's degree. Candidates must complete 150 hours of fieldwork before student teaching.

Student teaching is full-time for 14 weeks and includes two placements—one as a special education teacher and one as a general education teacher in grades 7–12. One of the placements will be in a high-needs school. To qualify for student teaching, candidates must:

- Complete the New York State requirements for the adolescence content area—English, LOTE, or Social Studies.
- Pass the ALST (NYS Teacher Certification Examination) *prior to student teaching*.



## M.S. Special Education Adolescence Education/ Special Education Generalist Certification

GEDU 526	Diversity, Social Justice, and Schooling	(3)
GRDG 507	Teaching Reading to Learners with Special Needs: Adolescence	(3)
GRDG 634	Literacy Instruction in the Content Areas	(3)
GSED 500	Critical Issues in Inclusive Education	(3)
GSED 501	Inclusive Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students in the Inclusive Classroom	(3)
GSED 512	Behavior Management in the Inclusive Classroom: Adolescence	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom	(3)
GSED 556	Field Experience III Adolescence Special Education	(0)
GSED 595	Research in Special Education and Capstone Project	(3)
GSED 651	Practicum in Special Education: Adolescence	(3)
Total		(30)

## Special Education Advanced Certification Generalist 7–12

GSED 500	Critical Issues in Inclusive Education	(3)
GSED 501	Inclusive Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students in the Inclusive Classroom	(3)
GSED 512	Behavior Management in the Inclusive Classroom: Adolescence	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom	(3)
GSED 651	Practicum in Special Education: Adolescence	(3)
Total		(18)

## New York State Requirements: Adolescence Certificates

Candidates who are seeking the Adolescence and Students with Disabilities 7-12 Generalist Certificate are required to have prior certification in any New York State area (out of state candidates should contact Graduate Admissions). Candidates who are seeking the Special Education Generalist 7-12 Certificate must have an adequate knowledge base for teaching the New York State Learning Standards. This includes 24 credits of coursework in English Language Arts (6 credits); Social Studies (6 credits); Science (6 credits); and Mathematics (6 credits).

Transcripts are reviewed prior to admission to determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework in these core content areas prior to obtaining certification.

## Courses

### GAED-528 The Adolescent (3)

This course focuses on the developing adolescent to provide knowledge for teachers who will work with students in late childhood and adolescence. The purpose of the course is to help candidates develop knowledge bases on how children and adolescents learn, including their cognitive and affective development; the relationship to and impact of these variables on learning; and knowledge acquisition and cultural influences on learning. Reviews of psychoanalytic theory, behaviorism, and cognitive theory will be included. Practical application of theories and strategies designed to engage all students will be stressed.

**Attributes:** TGAE

**Restrictions:** Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate



### **GAED-533 Field Exp I-Adolescence (0)**

This 50-hour field experience accompanies GAED 537, 538, or 539 to facilitate the analysis of the relationship between theory and practice. Candidates record their observations and use them in their content-specific methods courses. Candidates have opportunities to work directly with students in grades 7-12 individually and in small groups. Graded S/U.

**Attributes:** TGAE

**Restrictions:** Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

### **GAED-534 Field Exp II-Adolescence (0)**

This 50-hour field experience accompanies GAED 541, 542, or 543 to continue/extend the analysis of the relationship between theory and practice. In addition to observing and working with students individually or in small groups, candidates have opportunities to plan and teach whole-class lessons. Graded S/U.

**Attributes:** TGAE

**Restrictions:** Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

### **GAED-537 C, I & A in Social Studies (3)**

New York State and National Council for Social Studies (NCSS) learning standards will be presented to enable teacher candidates to select appropriate curriculum materials, plan lessons, and assess student learning effectively. This course will also include further development of candidates' content knowledge. A 50-hour field experience in a local high school accompanies this course.

**Attributes:** TGAE

**Prerequisites:** GAED-533 Y S

**Restrictions:** Including: -Major: Adolescence Education, Special Education -Level: Graduate

### **GAED-538 C,I&A in English Educ (3)**

The New York State and National Council of Teachers of English (NCTE) learning standards will be presented to enable candidates to select appropriate curricular materials, plan lessons, teach in ways that are culturally relevant, and assess student learning effectively. The focus will be on designing classroom activities to support the development of students' reading, writing, listening, speaking, and viewing skills. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge, integrate instructional theories and best practices in classroom management, and use instructional strategies to enhance teaching and learning for all students. A 50-hour field experience in a local middle or high school accompanies this course.

**Attributes:** TGAE

**Prerequisites:** GAED-533 Y S

**Restrictions:** Including: -Major: Adolescence Education, Special Education -Level: Graduate

### **GAED-539 C,I&A in LOTE (3)**

The New York State and American Council on the Teaching of Foreign Languages (ACTFL) learning standards will be presented to enable candidates to select appropriate curricular materials, plan lessons to teach in ways that are culturally relevant, and assess student learning effectively. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge, integrate instructional theories and best practices in classroom management, and use instructional strategies to enhance teaching and learning for all students. A 50-hour field experience in a local middle or high school accompanies this course.

**Attributes:** TGAE

**Prerequisites:** GAED-533 Y S

**Restrictions:** Including: -Major: Adolescence Education, Special Education -Level: Graduate

### **GAED-541 Effec Prac: Social Studies (3)**

The course is the second methods course focusing on curriculum, instruction, and assessment in social studies education. The purpose of this course is to prepare future social studies teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will gain a clear understanding of the elements of social studies education, as defined by the National Council for the Social Studies (NCSS) themes and the New York State learning standards. They will also work collaboratively within a community of learners to become knowledgeable concerning the local community, state, nation, and world, discussing critical issues and the responsibilities of productive citizens living within those arenas. Candidates will identify a wide variety of social studies data sources, materials, and resources and develop plans to teach in ways that are culturally relevant. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, and instructional strategies to enhance teaching and learning for all students. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour

field experience in a local middle or high school accompanies this course.

**Attributes:** TGAE

**Prerequisites:** GAED-534 Y S

**Restrictions:** Including: -Level: Graduate

### **GAED-542 Effec Prac: English Educ (3)**

This course is the second methods course focusing on curriculum, instruction, and assessment in English education. The purpose of this course is to prepare future English teachers with the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings in grades 7-12. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of English education, as defined by the National Council of Teachers of English (NCTE) and the New York State learning standards. Candidates have opportunities to enrich and expand their content knowledge and develop instructional theories and practices for the classroom. Candidates will identify a wide variety of materials and resources, including information technologies, and develop plans for use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

**Attributes:** TGAE

**Prerequisites:** GAED-534 Y S

**Restrictions:** Including: -Major: Adolescence Education, Special Education -Level: Graduate

### **GAED-543 Effec Prac: LOTE (3)**

The course is the second methods course in the program, focusing on curriculum, instruction, and assessment in LOTE education. Candidates will work to further develop the knowledge, skills, and dispositions to teach all students in diverse classrooms and settings. The course will focus on knowledge related to the target language, its literature, and its culture appropriate to the developmental needs and interests of candidates. Candidates will explore and demonstrate knowledge of second language instructional methods and resources that support critical and creative thinking. Candidates will have opportunities to enrich and expand their content and pedagogical knowledge and integrate instructional theories and best practices, including classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students. Candidates will gain a clear understanding of the elements of foreign language education, as defined by the American Council on the Teaching of Foreign Languages (ACTFL) and the New York State Learning Standards. They will also identify a wide variety of materials and resources, including information technologies, and develop plans for their use in diverse classrooms. Candidates will also have multiple opportunities to develop and implement lesson plans and a unit plan appropriate to the needs, interests, and abilities of grade-specific students. A 50-hour field experience in a local middle or high school accompanies this course.

**Attributes:** TGAE

**Prerequisites:** GAED-534 Y S

**Restrictions:** Including: -Major: Adolescence Education, Special Education -Level: Graduate

### **GAED-550 Capstone Project-ADOL (3)**

Graded S/U. Requires permission of Program Director to register.

**Attributes:** TGAE

**Restrictions:** Including: -Major: Adolescence Education -Level: Graduate

### **GAED-561 Research Social Studies Ed (3)**

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in Social Studies education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

**Attributes:** TGAE ZRES

### **GAED-562 Research in English Educ (3)**

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in English education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

**Attributes:** TGAE ZRES

**Restrictions:** Including: -Program: MS Special Ed & English Cert, MSED Adoles Ed English

### **GAED-563 Research in LOTE Education (3)**

This course will present an overview of quantitative, qualitative, and action research methods and clear examples of each. Following a consideration of the range of research and its significant results, candidates will identify and conduct individualized projects as their culminating experiences in their graduate programs. Appropriate topics in LOTE education will be determined mutually by professors and candidates. This is the final course in the Adolescence Education program prior to the student teaching semester.

**Attributes:** TGAE ZRES

**Restrictions:** Including: -Program: MS Special Ed & French Cert, MS Special Ed & Spanish Cert

### **GAED-586 Student Teach Sem: ADOL (0)**

The Student Teaching Seminar is a required class that meets regularly during the student teaching semester. It provides an opportunity for student teachers to share insights and experiences, as well as to get feedback and guidance to enhance the student teaching experience. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues related to the learning needs of all students. Graded S/U.

**Attributes:** TGAE

**Restrictions:** Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

### **GAED-591 Student Teach: ADOL (6)**

Student teaching is the culminating field experience of the program. Candidates will develop their knowledge, skills, and dispositions gained in courses, field experiences, and their working with diverse students. They will have the opportunity to develop curriculum materials, plan lessons, teach in ways that are culturally relevant, integrate technology to support student learning, and assess learning effectively. Candidates are expected to demonstrate proficiencies that support learning by all students and skills for working with colleagues, parents, families, and communities. Student teaching consists of 14 weeks of full-time work in local schools. One of the seven-week placements must be in a high-needs school. Graded S/U.

**Attributes:** TGAE

**Prerequisites:** GAED-586 Y C

**Restrictions:** Including: -Major: Adolescence Education, Math Sci Technology Educ, Special Education -Level: Graduate

## **Courses**

### **GSED-500 Critical Issues Special Ed (3)**

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

### **GSED-500 Critical Issues Inclu Educ (3)**

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

### **GSED-501 Spec Ed in Today's Schools (3)**

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

### **GSED-501 Incl Ed in Today's Schools (3)**

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

### **GSED-502 Methods & Strategies (3)**

This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

**Attributes:** TGSE

**Prerequisites:** GSED-516 C

**Restrictions:** Including: -Level: Graduate

### **GSED-508 Behavior Mgmt - Childhood (3)**

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

### **GSED-512 Behavior Mgmt-Adolescence (3)**

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

### **GSED-515 Ed Tech B-6 (3)**

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

**Attributes:** TGSE

### **GSED-516 Assessment Diag & Eval (3)**

By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional

decisions.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

**GSED-555 Field Exp III: Child SPED (0)**

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

**GSED-556 Field Exp III: Adol SPED (0)**

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

**GSED-557 Field Placement Grades 7-9 (0)**

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-558 Field Placement Grde 10-12 (0)**

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-585 Stu Teach Sem:Child SPED (0)**

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-590 Y S

**Restrictions:** Including: -Level: Graduate

**GSED-586 Stu Teach Sem:Adol SPED (0)**

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse



backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-591 Y S

**Restrictions:** Including: -Level: Graduate

**GSED-590 Stu Teach:SPED/Childhood (6)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-585 Y S

**Restrictions:** Including: -Level: Graduate

**GSED-591 Stu Teach:SPED/Adolescence (6)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-586 Y C

**Restrictions:** Including: -Level: Graduate

**GSED-595 Research in SPED-Capstone (3)**

In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action research. Graded S/U.

**Attributes:** TGSE ZCAP ZRES

**Prerequisites:** GSED-500 C

**Restrictions:** Including: -Level: Graduate

**GSED-601 Exam Inclusive Ed Policies (3)**

This is an advanced course in special education policy, laws, and practice. It is designed to deepen a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

**Attributes:** TGSE

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

### **GSED-601 Foundations & Policy (3)**

This is an advanced course in special education policy, laws, and practice. It is designed to deepen a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

**Attributes:** TGSE

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

### **GSED-650 Practicum SPED: Childhood (3)**

This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-502 C

**Restrictions:** Including: -Level: Graduate

### **GSED-651 Practicum SPED: Adolescence (3)**

This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-500 C AND GSED-501 C AND GSED-502 C AND GSED-512 C AND GSED-512 C

**Restrictions:** Including: -Level: Graduate

### **GSED-696 Independent Study (1 TO 3)**

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

**Attributes:** TGSE

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

## **Courses**

### **GEDU-501 Issues in Health & Safety (0)**

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

### **GEDU-520 Hist & Phil of Educ (3)**

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

**GEDU-526 Div, Soc Just & Schooling (3)**

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate



# M.S. in Special Education and Childhood

## Overview

Dr. Susan Hildenbrand, *Program Director*

## Mission

The mission of the Special Education: Childhood program is to provide a quality educational experience that prepares candidates for distinguished careers in Inclusive Education and for leadership roles in schools and communities. The Special Education programs develop the knowledge, skills, and dispositions special educators need in order to effectively teach all students, including those with exceptional learning needs.

## Childhood Options in Special Education (Grades 1-6)

### M.S. Special Education Dual Initial Certification

Prepares non-certified graduate candidates who are pursuing childhood initial certification and certification to teach students with disabilities at the same developmental level and results in the M.S. in Special Education degree. (42 credits)

### M.S. Special Education Initial/Professional Certification

Prepares teachers who are initially certified in childhood and are pursuing certification to teach students with disabilities at the same developmental level and results in the M.S. in Special Education degree. (30 credits)

### Special Education Advanced Certification

Prepares teachers who have completed the master's degree requirement and are pursuing certification to teach students with disabilities in grades 1–6. (18 credits)

## Admission Requirements

For information regarding application and admission to a graduate program in Special Education, please contact the Office of Graduate Admissions at **(585) 385-8161** or email [grad@sjfc.edu](mailto:grad@sjfc.edu).

The Admissions Committee of the Special Education program and the graduate program director judge applicant qualifications.

To comply with New York State regulations, all applicants to graduate-level teacher certification (or educational leadership certification) programs that will start on or after July 1, 2016 must provide St. John Fisher College with official scores on the Graduate Record Examination (GRE), Millers Analogy Test (MAT), or the Academic Literacy Skills Test (ALST):

- **Academic Literacy Skills Test (ALST)** Note: This is also a required certification exam in New York State
- **Graduate Records Examination (GRE)**
- **Miller Analogies Test (MAT)**

For specific information regarding the Master of Science in Special Education program, please contact Dr. Susan Hildenbrand, program director, through the School of Education office, **(585) 385-7297**, or email [shildenbrand@sjfc.edu](mailto:shildenbrand@sjfc.edu).

## Learning Outcomes

### Teacher Preparation Learning Outcomes

Upon completion of the programs, candidates will be able to:

- **Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners

to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
- Theory and Practice: Candidates will demonstrate an understanding of the philosophical underpinnings, theories and best practices that promote high quality teaching and learning environments for all students.

## Program Requirements

### Special Education and Childhood Options

- M.S. Special Education Dual Initial Certification
- M.S. Special Education Initial/Professional Certification
- Special Education Advanced Certification

#### M.S. Special Education Dual Initial Certification

GCED 522	Research in Teaching, Learning, and Motivation in Childhood Education	(3)
GCED 525	Critical Literacy Through Social Studies	(3)
GCED 531	Field Experience I (50 Hours)	(0)
GCED 532	Field Experience II (50 Hours)	(0)
GEDU 501	Issues in Health and Safety	(0)
GEDU 520	History and Philosophy of Education	(3)
GEDU 526	Diversity, Social Justice, and Schooling	(3)
GMST 535	Curriculum, Assessment, and Instruction in Mathematics, Science, and Technology	(3)
GRDG 535	Literacy Instruction for the Inclusive Classroom: Primary	(3)
GRDG 550	Literacy Instruction for the Inclusive Classroom: Intermediate	(3)
GSED 501	Inclusive Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students in the Inclusive Classroom	(3)
GSED 508	Behavior Management in the Inclusive Classroom: Childhood	(3)
GSED 515	Educational Technology (B-Grade 6)	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom	(3)
GSED 555	Field Experience III (50 Hours)	(0)
GSED 585	Student Teaching Seminar: Special Education and Childhood	(0)
GSED 590	Student Teaching: Special Education and Childhood	(6)
<b>Total</b>		<b>(42)</b>

Field experiences are required for certification and the master's degree. Candidates must complete 150 hours of field work before student teaching. Student teaching is full-time for 14 weeks and includes two placements—one as a special education teacher and one as a general education teacher in Grades 1–6. One placement will be at the primary level and another will be at the intermediate level. One of the placements will be in a high-needs school. To qualify for student teaching, candidates must:

- Pass the ALST (NYS Teacher Certification Examination) *prior to student teaching*.

#### M.S. Special Education Initial/Professional Certification

GEDU 526	Diversity, Social Justice, and Schooling	(3)
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GRDG 506	Teaching Reading to Learners with Special Needs: Childhood	(3)
GRDG 639	Emergent Literacy	(3)
GSED 500	Critical Issues in Inclusive Education	(3)
GSED 501	Inclusive Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students in the Inclusive Classroom	(3)
GSED 508	Behavior Management in the Inclusive Classroom: Childhood	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom	(3)
GSED 555	Field Experience III (50 Hours)	(0)
GSED 595	Research in Special Education and Capstone Project	(3)
GSED 650	Practicum in Special Education: Childhood	(3)
<b>Total</b>		<b>(30)</b>

### Special Education Advanced Certification

GSED 500	Critical Issues in Inclusive Education	(3)
GSED 501	Inclusive Education in Today's Schools	(3)
GSED 502	Methods and Strategies for Teaching Students in the Inclusive Classroom	(3)
GSED 508	Behavior Management in the Inclusive Classroom: Childhood	(3)
GSED 516	Assessment, Diagnosis, and Evaluation of Students in the Inclusive Classroom	(3)
GSED 650	Practicum in Special Education: Childhood	(3)
<b>Total</b>		<b>(18)</b>

### New York State Requirements: Childhood Certificates

Candidates who are seeking the Childhood and Special Education Certificates must have an adequate knowledge base for teaching to the New York State Learning Standards. This includes coursework in Humanities; Communication; Written Analysis and Expression; History; Social Sciences; Languages Other Than English (LOTE); Scientific Process; Mathematical Process; Health; Physical Education; Family and Consumer Sciences; and Artistic Expression. Transcripts are reviewed prior to admission to determine adequate preparation for the program. Candidates with inadequate preparation will be required to take additional coursework prior to student teaching.

## Courses

### GCED-522 Teach, Learn, Motiv Child (3)

Candidates will study the current research that underlies methods and practices that address the needs of all learners. Candidates will learn how to access a wide range of technology, utilize library services and databases, and conduct research to inform practice. Topics will include but not be limited to excellence and equity in education; cognitive, emotional, and social development; diversity in teaching and learning styles; best practices in research, teaching, and learning; and the use of technology and information literacy to support teaching and learning.

**Attributes:** TGCE

**Restrictions:** Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

### GCED-525 Crit Literacy Soc Studies (3)

Emphasis is on the cyclical components of planning, implementing and assessing effective social studies instruction for a diversely populated technological classroom. Assessment and reflection are underscored as the tools to indicate student learning and inform future instruction. Candidates will make links between and among the National Council for Social Studies themes, New York State Standards in Social Studies and local curricula in order to enhance pedagogy and improve student learning. Candidates will learn to introduce social studies to students with a focus on active citizenship. In addition, because this

course will also emphasize the use of critical literacy to aid social studies instruction, the New York State Standards for the English Language Arts will be addressed. The course also will feature best practices in classroom management, instructional strategies to help all students learn, and the use of technology to enhance teaching and learning for all students.

**Attributes:** TGCE

**Restrictions:** Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

#### **GCED-531 Field Exp I-Childhood (0)**

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a small group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Graded S/U.

**Attributes:** TGCE

**Restrictions:** Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

#### **GCED-532 Field Exp II-Childhood (0)**

During the 50-hour field experience, candidates observe various aspects of school and classroom settings that include a wide range of instructional and administrative elements with a whole group of students. These experiences will provide candidates with a chance to work with students in grades 1-6 at varying levels of development and from diverse backgrounds. Candidates will develop a clear understanding of the elements of field experiences as established by New York State and national standards. Prescribed courses are to be taken concurrently with the field experience in order to support high-quality field experiences and to help candidates integrate theory and practice and the use of technology experience. Graded S/U.

**Attributes:** TGCE

**Restrictions:** Including: -Level: Graduate -Program: MS Special Ed & Childhood Cert, MSED Childhood Education

#### **GCED-585 Student Tch Sem:Childhood (0)**

The Student Teaching Seminar is a required class that meets on a regular basis during the student teaching semester for a minimum equivalent of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as receive feedback and guidance to make the student teaching experience most successful. Specific seminars are designed to provide support for candidates' data collection and analysis in order to complete a research project. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

**Attributes:** TGCE

**Restrictions:** Including: -Major: Childhood Education -Level: Graduate

#### **GCED-590 Student Teach: Childhood (6)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks (two seven-week placements) of full-time work in local schools. One placement will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school district. Both student teaching placements are completed at the developmental level of the certificate. Graded S/U.

**Attributes:** TGCE

**Prerequisites:** GCED-585 Y

**Restrictions:** Including: -Major: Childhood Education -Level: Graduate

## **Courses**

#### **GSED-500 Critical Issues Special Ed (3)**

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-500 Critical Issues Includ Educ (3)**

Candidates research, discuss, and reflect on current issues in each field. The course presents a comprehensive survey of current theory, research, changes, and innovations. Topics cover areas such as inclusive schooling, diversity, and social justice. This course also provides candidates with fundamental skills in conducting a review of the literature in a specialized area and the use of technology. Formerly titled: Critical Issues in Special Education.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-501 Spec Ed in Today's Schools (3)**

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-501 Incl Ed in Today's Schools (3)**

Designed as an overview of special education, this course will examine the etiologies and characteristics of the various disability categories. Candidates will study topics such as the right to an education, inclusion and collaboration, federal legislation, disability and the family, disability and diversity, assistive technology, and transition and preparation for adult life. Candidates will begin to focus on integrating educational technologies in the classroom.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-502 Methods & Strategies (3)**

This course will examine methods for teaching students with learning differences and diverse backgrounds. Although the methods presented in the course will be appropriate for students in a variety of settings, emphasis will be placed on inclusive teaching. Topics include foundation support and collaboration, academic instruction, adaptations, building a classroom community, responding proactively to students' emotional and behavioral challenges, and building family partnerships. All candidates will know and understand how to use technology in culturally and politically responsible ways.

**Attributes:** TGSE

**Prerequisites:** GSED-516 C

**Restrictions:** Including: -Level: Graduate

**GSED-508 Behavior Mgmt - Childhood (3)**

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

**GSED-512 Behavior Mgmt-Adolescence (3)**

This course is designed around the importance of constructing and implementing general and individual management strategies to learners with special needs. It will focus on establishing a caring, stimulating, and safe community for learning where democratic values are fostered, diversity is embraced, and students assume responsibility for learning. Beginning with theoretical foundations of classroom management, it will examine the causes of student misbehavior, and the development of proactive, problem-solving approaches. Candidates will explore instructional strategies to enhance teaching and learning for all students.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

### **GSED-515 Ed Tech B-6 (3)**

The use of technology to improve instructional practice is an essential skill for all teachers. This course is designed to support teacher candidates in developing a knowledge and skill base in educational and assistive technology. The long term goal is to ensure future teachers can make effective use of available technologies to enhance cognitive and physical development, differentiated instruction and planning, to improve personal productivity, and to support all students, including students with ELN, fully in a learning environment. This course teaches students to locate, use and adapt a variety of assistive technology devices and software tools and to apply these technologies in a wide range of integrated educational settings. The use of assistive technology as it relates to education, communication, social engagement, recreation, and mobility for individuals with disabilities will be explored.

**Attributes:** TGSE

### **GSED-516 Assessment Diag & Eval (3)**

By reviewing the legal provisions in current federal and New York State regulations and guidelines regarding assessment of individuals with disabilities, candidates will come to understand their moral and professional responsibilities as special educators. Topics that will be reviewed include the use of technology and assessment tools appropriate for screening, pre-referral, referral, identification, and classification of children and adolescents with special needs. Topics related to the overrepresentation of students of color in certain disability categories will be explored. The application and interpretation of various other types of assessment strategies will also be covered to assist candidates in making appropriate instructional decisions.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

### **GSED-555 Field Exp III: Child SPED (0)**

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the childhood level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

### **GSED-556 Field Exp III: Adol SPED (0)**

This 50-hour field experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-501 C

**Restrictions:** Including: -Level: Graduate

### **GSED-557 Field Placement Grades 7-9 (0)**

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

### **GSED-558 Field Placement Grde 10-12 (0)**

This 25-hour observation experience is designed to introduce candidates to working with diverse learners with exceptional learning needs in the context of full-class inclusive and/or special education settings at the adolescence level. It will provide initial certification candidates the opportunity to practice integrating technology, classroom knowledge, and skills under the guidance of practicing school-based educators. Graded S/U.



**Attributes:** TGSE

**Restrictions:** Including: -Level: Graduate

**GSED-585 Stu Teach Sem:Child SPED (0)**

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-590 Y S

**Restrictions:** Including: -Level: Graduate

**GSED-586 Stu Teach Sem:Adol SPED (0)**

The Student Teaching Seminar is a required class that meets weekly during the student teaching semester for a minimum of one and a half hours per week. It provides an opportunity for student teachers to share insights and experiences, as well as feedback and guidance to make the student teaching experience most successful. The seminar will also bring in field experts from diverse backgrounds to engage candidates in a variety of timely topics, including but not limited to effective planning, instruction, assessment, and classroom management; social justice in education; integrating technology to enhance teaching and learning; and critical issues relating to the learning needs of students from diverse backgrounds. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-591 Y S

**Restrictions:** Including: -Level: Graduate

**GSED-590 Stu Teach:SPED/Childhood (6)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 1-3 and the other in grades 4-6. One of the seven-week placements must be in a high-needs school. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-585 Y S

**Restrictions:** Including: -Level: Graduate

**GSED-591 Stu Teach:SPED/Adolescence (6)**

Student teaching is a culminating practical experience of the program. The purpose of student teaching is to provide an opportunity for candidates to learn, apply, and demonstrate their knowledge, skills, and dispositions in a variety of settings appropriate to the content and level of their program. Candidates are expected to demonstrate proficiencies that support learning by all students; skills for working with colleagues, parents, families, and communities; and the use of technology and information literacy to support instruction and learning. Student teaching consists of 14 weeks of full-time work in local schools. Candidates will have two assignments: one in a general education setting and one in a special education setting. One assignment will be in grades 7-9 and the other in grades 10-12. One of the seven-week placements must be in a high-needs school. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-586 Y C

**Restrictions:** Including: -Level: Graduate

**GSED-595 Research in SPED-Capstone (3)**

In this course, candidates will examine a variety of research approaches in the field of special education. The purpose of the capstone project is to guide teachers toward reflective practice so they regularly analyze and evaluate the quality of their practice. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the SoE's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. They are expected to work collaboratively and independently with the intention of improving schools and to advance knowledge through action.

research. Graded S/U.

**Attributes:** TGSE ZCAP ZRES

**Prerequisites:** GSED-500 C

**Restrictions:** Including: -Level: Graduate

### **GSED-601 Exam Inclusive Ed Policies (3)**

This is an advanced course in special education policy, laws, and practice. It is designed to deepen a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

**Attributes:** TGSE

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

### **GSED-601 Foundations & Policy (3)**

This is an advanced course in special education policy, laws, and practice. It is designed to deepen a practicing teacher's knowledge and understanding of special education policies beyond the introductory level. It will examine the origins and application of special education law as it affects teaching and learning, including an examination of issues relating to the over-representation of diverse populations, and research based best practices designed to address these and other equity issues. Candidates will use information technology to research special education policy, law, and best practices.

**Attributes:** TGSE

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

### **GSED-650 Practicum SPED: Childhood (3)**

This 50-clock-hour practicum is designed to have the teacher candidate working with students with special needs in grades 1-6 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-502 C

**Restrictions:** Including: -Level: Graduate

### **GSED-651 Practicum SPED: Adolescence (3)**

This practicum is designed to have the teacher candidate working with students with special needs in grades 7-12 from diverse backgrounds and to help candidates integrate theory and practice and the use of technology. The experience may take place either in an inclusive classroom or a special education setting where candidates have the opportunity to practice classroom knowledge and skills under the guidance of practicing school-based educators. Graded S/U.

**Attributes:** TGSE

**Prerequisites:** GSED-500 C AND GSED-501 C AND GSED-502 C AND GSED-512 C AND GSED-512 C

**Restrictions:** Including: -Level: Graduate

### **GSED-696 Independent Study (1 TO 3)**

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

**Attributes:** TGSE

**Prerequisites:** -

**Restrictions:** Including: -Level: Graduate

## **Courses**



### **GEDU-501 Issues in Health & Safety (0)**

This course fulfills the New York State requirement for instructing candidates in the prevention of child abduction (Child Abduction Prevention); preventing alcohol, tobacco, and other drug abuse (Drug and Alcohol Awareness for Educators); instructing safety education; and instructing fire and arson prevention (Violence Prevention and Intervention). This is a three-day course, with half of the program devoted to recognition and reporting of child abuse (Identification and Reporting of Child Abuse and Maltreatment), safety education, and child abduction; the remaining hours will be devoted to drug abuse recognition and prevention. Those who can document completion of equivalent preparation will be exempt from GEDU 501. Graded S/U.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

### **GEDU-520 Hist & Phil of Educ (3)**

This course provides an overview of the history of education in the United States along with an emphasis on the educational philosophies and social justice issues and events that have influenced and continue to shape the major educational movements in this country. The course will also cover the major aspects of the SoE's Conceptual Framework. The intent of this class is to provide candidates with an understanding of the roots of the American educational system and its impact on diverse populations. Additionally, candidates will be exposed to the information technologies through faculty demonstrations.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

### **GEDU-526 Div, Soc Just & Schooling (3)**

This course will provide an in depth exploration of the theory and practice of teaching diverse and heterogeneous populations, and will provide opportunities for candidates to explore the ways in which educational and socio-cultural practices and ideologies have worked to undermine learning opportunities for some students. As a foundation for building an understanding of contemporary issues of diversity, candidates will explore the ways in which culture and experience influence the construction and deconstruction of knowledge. Throughout the course, candidates will discuss issues related to social justice, and investigate the ideologies and discourses that create inequity in schools and society and result in several forms of social oppression including but not limited to: racism; classism; sexism; heterosexism; and ableism. They will also be introduced to a variety of conceptual frameworks that support effective teaching and learning of diverse populations, including students with disabilities; and best practices for instruction, classroom management, curriculum development, student assessment; the use of technology; and the involvement of families and communities in the education of their children.

**Attributes:** TGED

**Restrictions:** Including: -Level: Graduate

# M.S.Ed. in Educational Leadership

## Overview

M.S.Ed.: School Building Leadership (SBL)

M.S.Ed.: School Building Leader (SBL) and School District Leader (SDL)

Dr. Diane Reed, *Program Director*

## Mission

The mission of the Educational Leadership programs is to prepare highly capable, compassionate, and ethically responsible school leaders who can meet the challenge of providing a high-quality education for all learners. The core of the programs centers on the philosophy of social justice and the fundamental belief that all children, regardless of background, can learn and that learning occurs best in environments that foster high expectations, shared responsibility and accountability, standards of excellence, mutual respect, and equity of results.

## Vision

The Educational Leadership programs will provide a high-quality program of study and practice that prepares future administrators to have the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. To this end, the programs and faculty are committed to providing the highest level of professional preparation that will enable our candidates to address the challenges and to recognize the opportunities in leading a school/district organization toward achieving standards of excellence.

## Educational Leadership Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements, the following are required:

- The applicant must hold a New York State (NYS) teaching certificate (professional or permanent) and have at least a year and a half of teaching experience before admission to the program.
- The applicant must have completed three years of classroom teaching service and/or educational leadership service and/or pupil personnel service experience in public or non-public schools, N–12, by the time of program completion.
- At the discretion of the Educational Leadership Admissions Committee, any applicant with an undergraduate and/or graduate GPA lower than 3.00 may be required to take the Graduate Record Examination (GRE) and score 500 or higher on each of the two tests.
- The applicant must provide two letters of recommendation from certified school administrators familiar with the applicant's potential to be successful as an educational leader.
- At the discretion of the program Admissions Committee, an applicant may be required to come to campus for a personal interview and provide an on-demand writing sample.

For information regarding application and admission to the Master of Science in Education: Educational Leadership program, please contact the office of Graduate Admissions at **(585) 385-8161** or email at [grad@sjfc.edu](mailto:grad@sjfc.edu).

For specific information regarding the Master of Science in Education: Educational Leadership program, please contact Dr. Diane Reed at **(585) 385-7250** or by email at [dreed@sjfc.edu](mailto:dreed@sjfc.edu).

## School Building Leader and School District Leader Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements and the Educational Leadership admission requirements above, individuals applying for admission to the School Building and School District program must hold a master's degree from an accredited institution with a minimum of 30 credits in an area that leads to permanent or professional teacher or pupil personnel services certification.

For information regarding application and admission to the Master of Science in Education: School Building Leader and School District Leader program, please contact the office of Graduate Admissions at **(585) 385-8161** or by email at [grad@sjfc.edu](mailto:grad@sjfc.edu).

For specific information regarding the Master of Science in Education: School Building and School District Leader program, please contact Dr. Diane Reed at **(585) 385-7250** or by email at [dreed@sjfc.edu](mailto:dreed@sjfc.edu).

## About the program

### Description

The Educational Leadership programs are for candidates who hold a New York State (NYS) teaching certificate (professional or permanent) and are seeking NYS certification at the school building, or school building and school district level. They are also designed to provide high-quality and innovative standards-based educational experiences for ethical future educational leaders.

The programs use an integrated approach by combining theory, authentic case studies, class discussions, candidates' experience, and field-based internships to address current and emerging issues impacting the quality of education. This integrated approach infuses theory with practice to support the acquisition of the skills, knowledge, and values necessary to create optimum school conditions that promote a high-quality learning environment for all students. The case studies and field experiences both teach and measure candidate competence against national and state standards.

The Educational Leadership programs require 24 credits of coursework and 8 credits of internship for a total of 32 credits. The programs are designed around a weekend format. Each semester's studies constitute a module, and each module is comprised of two three-credit courses and one two-credit internship experience. Each three-credit course will meet on alternate weekends for a total of four weekend sessions. Candidates take two courses and an internship each semester including the summer session. Most candidates complete the program in 18 months.

The field-based clinical internships are crucial elements of the programs' curricula. The programs have four internships of two credits each that are taken concurrently with the courses offered each semester. Each internship requires a minimum of 160 hours per 16-week semester, plus one full week (40 hours) sometime during the program. The internships will total 680 clock hours (four internships of 160 hours each plus one full week). Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications. At least one internship is in a diverse setting. At least one internship needs to be at the building level and one at the district level. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or partnering district.

## Weekend Format

The Educational Leadership courses meet in an every-other-weekend format. Classes meet on Fridays from 4:30 p.m. to 8:00 p.m. and on Saturdays from 9:00 a.m. to 3:30 p.m. with a working lunch.

## Faculty

Our faculty members are committed to providing the highest level of preparation for candidates participating in the program. All full-time faculty members have extensive and successful experiences as administrators in a variety of educational settings and possess New York State administrative certificates and doctoral degrees.

### Learning Outcomes

## Program Goals

The goals of the Educational Leadership programs are to prepare administrators who:

- Are knowledgeable in both the theories and best practices in education.
- Can help shape positive teaching and learning environments that support the educational, emotional, and social development of all students.
- Are committed to the proposition that all children can learn and insist that all children have the opportunity and resources needed to learn.
- Place the interests of children at the forefront of all school-related decisions.

## Learning Outcomes

The learning outcomes of these programs are to produce school leaders who:

- Have a thorough grounding in and understanding of the challenges and opportunities in education.
- Have the ability to work effectively with members of the school district and local community.
- Demonstrate effective leadership, management, and communication skills and are agents for effective and positive change.
- Have a strong sense of ethics and ethical responsibility to the children and families served by the school and school district.
- Have a broad understanding of the role of the school/district and its relationship to the broader community in which it operates.
- Have a broad awareness and knowledge of curriculum issues, the Educational Leadership Constituent Council (ELCC) standards, and the Common Core learning standards and assessment program.
- Are prepared based on State and national leadership standards and assessments for school building and district leaders.
- Are knowledgeable about and committed to teaching and learning principles that support effective classroom practices and procedures based on the developmental learning needs of P–12 students and State learning standards.
- Are knowledgeable about educational research, research techniques, and interpretation of research findings in education.
- Have a general understanding of educational technology and its applications in research, communication, and instruction.
- Can design and implement effective programs for faculty and staff development.
- Have an understanding of education law, finance, and the legal issues facing schools and school districts.
- Have the knowledge and skills related to a school leader's responsibility to establish a school or district budget and provide the necessary fiscal oversight required to support achievement of planned educational objectives and goals.

### Program Requirements

## M.S.Ed.: School Building Leader Degree Requirements

GEDA 561	Leadership by Collaboration	(3)
GEDA 562	Internship I	(2)
GEDA 563	Planning for School & District Assessment and Improvement	(3)
GEDA 564	Improving Instruction and Learning	(3)
GEDA 565	Internship II	(2)
GEDA 566	Developing Effective Partnerships	(3)
GEDA 567	Effective Communication	(3)
GEDA 568	Internship III	(2)
GEDA 569	Accountability, Assessment, and Performance	(3)
GEDA 570	Producing and Sustaining School Improvement	(3)
GEDA 571	Internship IV	(2)
<b>Total</b>		<b>(32*)</b>

Upon successful completion of the Educational Leadership program, the candidate will receive a Master of Science in Education degree with a major in Educational Leadership and will be eligible for New York State certification as a School Building Leader.

## **M.S.Ed.: School Building Leader and School District Leader Degree Requirements**

GEDA 560	Achieving Standards of Excellence	(3)
GEDA 561	Leadership by Collaboration	(3)
GEDA 562	Internship I	(2)
GEDA 563	Planning for School & District Assessment and Improvement	(3)
GEDA 564	Improving Instruction and Learning	(3)
GEDA 565	Internship II	(2)
GEDA 566	Developing Effective Partnerships	(3)
GEDA 567	Effective Communication	(3)
GEDA 568	Internship III	(2)
GEDA 569	Accountability, Assessment, and Performance	(3)
GEDA 570	Producing and Sustaining School Improvement	(3)
GEDA 571	Internship IV	(2)
<b>Total</b>		<b>(32*)</b>

Upon successful completion of the School Building Leader and School District Leader program and successful completion of the NYS School District Leader Assessment, the candidate will receive a Master of Science in Education degree with a specialty in Educational Leadership and will be eligible for New York State certification as a School Building Leader and as a School District Leader.

## **\*Required School Leadership Assessments**

New York State school leaders must pass designated tests as a requirement for receiving state certification.

## **M.S.Ed: School Building Leader**

Students graduating will be required to achieve satisfactory scores on the School Building Leadership assessment for certification.

Students graduating will be required to achieve satisfactory scores on the Educating All Students assessment for certification. New York State's Dignity for All Student's Act (DASA) Training Workshop (No assessment)

Students graduating will be required to proof of completion of the state approved 6-hour workshop for certification

## **M.S.Ed: School Building Leader and School District Leader**

Students graduating will be required to achieve satisfactory scores on the School Building Leader and School District Leader assessment for certification. In addition, a satisfactory score on the School District Leader assessment is required for graduation from St. John Fisher College.

Students graduating will be required to achieve satisfactory scores on the Educating All Students assessment for certification.

New York State's Dignity for All Student's Act (DASA) Training Workshop (No assessment)

Students graduating will be required to proof of completion of the state approved 6-hour workshop for certification.

## **Program Modules**

Both Educational Leadership programs have four interrelated modules comprised of three courses each.

### **Module I: Developing Effective Leadership**

Strong and effective leadership has been shown to be a correlate to school success. This framework is designed to: provide candidates with an understanding of the major influences affecting American education and expose candidates to the research on motivational theory, leadership effectiveness, and best practices in school/district leadership that enhance learning for all students. The courses in Module I will employ lectures, discussions, assigned readings, case studies, and first-person accounts to provide students with a theoretical context and understanding of the various components of effective leadership.

### **Module II: Planning and Implementing School Improvement Strategies**

This module is designed to increase candidates' understanding of the various planning and implementation processes that promote and support school improvement. Specific emphasis will be placed on the study of various models and strategies that have been used to engage and guide the school community in the school improvement process. Candidates will examine case histories of high- and low-performing schools in diverse settings and develop school improvement plans that include the use of technology and information literacy for such schools. The courses offered in this module will focus on strategies that promote high-quality learning environments for all students, including the use of technology and information systems to enrich curriculum and instruction.

### **Module III: Effective Public Communication**

The studies in this module will teach the candidate how to effectively engage the public in the school enterprise at all levels. The courses will focus on parent and community involvement, media relations, creating partnerships, and communicating results. The courses will also discuss strategies for communicating effectively with groups from diverse backgrounds. The goal is to make each candidate an effective communicator.

### **Module IV: Continuous School Improvement**

This module is designed to provide candidates with the knowledge and skills required to apply a systems approach to continuous school improvement. The courses offered in this module will focus on systems that provide: frequent monitoring and assessment of student and staff performance; ongoing staff and student development; opportunities to express and include diverse perspectives, professional development initiatives, programs and practices to celebrate and reward success; and a framework for collaborative internal and external review of school programs, practices, and results. The courses also will include the examination and applications of model technology systems that collect, analyze, and use data to inform decision-making and improve results.

## **Capstone Project**

The capstone project is an integral part of the program. The purpose of the capstone project is to provide candidates with an opportunity to demonstrate the skills, knowledge, and values necessary to provide effective leadership in a variety of complex and diverse school settings. The project should reflect the standards in the candidate's program of study and demonstrate that the candidate has a clear understanding of the School of Education's conceptual framework of social justice and the five interlocking tenets of diversity, compassion, knowledge, service, and achievement. Where possible, the candidate should demonstrate or provide evidence that he or she has acquired facility in the use of technology and information literacy to support instruction and learning. The project requires candidates to complete a portfolio of their best work and make an oral presentation using various technologies on a topic that focuses on the state and national standards for effective school/district leadership, including but not limited to: Effective Leadership Behavior; School/District Assessment; Curriculum and Instruction; Diversity; Improving Student Achievement; Oral and Written Communication; Parent and Community Participation; and Staff Evaluation and Professional Development.

A review panel comprised of the Educational Leadership faculty and successful practitioners will evaluate the capstone project.

The role of the review panel is to assess the extent to which each candidate demonstrates the essential skills, knowledge, and values of effective leadership based on New York State and national standards. The review categories include: Technical Aspects; Instructional/Programmatic Factors; Interpersonal/Human Relations; Conceptual Issues; Values; and Leadership. Course professors will provide written feedback to each candidate on his or her strengths and areas needing improvement. Successful completion of the project is a program requirement.

## Courses

### **GEDA-502 Identifying Child Abuse (0)**

This course fulfills the New York State requirement for instructing candidates in the prevention of child abuse (Child Abuse Prevention).

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-503 School Violence Prevention (0)**

This course fulfills the New York State requirement for instructing candidates in safety education (Violence Prevention and Intervention); and instructing fire and arson prevention.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-510 Intro to Educational Admin (3)**

This unique course is a part of the Wayne Finger Lakes Leadership Institute and is taught in partnership with the Wayne Finger Lakes BOCES, St. John Fisher College, SUNY Brockport, SUNY Oswego, and the University of Rochester. It is the introduction to the theory and practice of school administration and uses a curriculum developed jointly by all participating partners. The course is rotated between the participating institutions and is considered the equivalent of the intro course for all of the participating Colleges and Universities.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-560 Achieve Standards Excel (3)**

This course will focus on setting the stage for a successful career in school/district leadership by: (a) providing a historical and contemporary context on the philosophical, ethical, social, and economic influences affecting education; (b) examining the core values and characteristics of effective leadership; (c) connecting leadership research with best practices; and (d) developing high standards and expectations; (e) a positive culture that supports success for all learners in diverse school settings; (f) issues in school and district-wide instructional improvement; (g) strategies for using categorical and local funds included in building-level and district budgets to support instructional initiatives; (h) the ongoing responsibility to use the funds designated for special needs students in accordance with the authorizing legislation (free appropriate public education in the least restrictive environment); (i) successful student engagement; (j) school and district responsibilities and obligations in regard to federal and state standards and regulations. Issues of instructional improvement, and successful student engagement will be examined and addressed. The course will also examine and apply various uses of technology to enhance teaching and learning, and improve school operations.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-561 Leadership Collaboration (3)**

School success is most likely to occur when there is a commitment by all stakeholders to standards of excellence and the focus is on success for all students. Continuing the studies begun in GEDA 560, this course will focus on the application of motivational theory in building shared commitment and ownership to achieve the school's and district's vision and enhance learning for all students. This course provides candidates with a theoretical understanding of educational politics, governance, financing, and regulation with internal and external constituencies. Candidates will acquire the knowledge, skills, and dispositions needed to serve as the chief executive officer of a school district and instructional leader of a school. The use of various information technologies to support collaboration will also be explored.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-562 Internship I (2)**

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module I. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-563 Plan School/District Assess (3)**

Effective school-based planning and assessment serve as the foundation in building a system of school/district improvement. This course will focus on how to maximize diversity in creating effective planning groups, successful school planning, and



assessment and improvement techniques that support positive school and district improvement, enhance teaching and learning for all students, and improve student and staff results. This course provides an opportunity to analyze the district requirement for the evaluation and instructional support for all students in their district including students home-schooled or in a private school setting. Candidates will develop strategies for engaging a range of community groups at the building and district levels, in planning, implementing and assessing a budget that uses federal, state, local and donated funds to enhance teaching and learning for all students. The course also will review organizational theory in the context of reflective practice to help students develop ways of reading and understanding the complexities of school systems.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-564 Improving Instructn & Lrng (3)**

This course will focus on the major issues that impact the quality of teaching and learning in a proactive, nurturing, data-driven learning environment. Topics will include: (1) strategies for aligning curriculum, instruction and assessments with federal, state, and local learning standards; (2) collaborative strategies for developing with others the curriculum, instruction, and assessment appropriate for varied teaching and learning styles and specific student needs; (3) ensuring that students with disabilities are provided with the appropriate services in the least restrictive environment; (4) dynamics of change and school reform; and (5) using technology as a means of improving teaching, learning, and assessment for all students. The coursework or training will also include studying the warning signs within developmental and social contexts that relate to violence and other troubling behavior in children; effective classroom management techniques and other academic supports that promote problem-solving skill development within their regular curriculum.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-565 Internship II (2)**

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module II. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-566 Dev Effective Partnerships (3)**

Partnerships are at the heart of effective schools. Parents, community-based and philanthropic organizations, colleges, businesses, the media, human service providers, and others need to be actively and positively engaged as partners in the school improvement process. Many of the problems faced by schools and districts come from the lack of consensus on and understanding of the school or district's mission, goals, and guiding principles. These problems are compounded by misunderstandings about the school or district and their function and purposes. This course is designed to provide candidates with the skills needed to improve school effectiveness through meaningful school and parent partnerships, communication through local media, and effective relationships with local service agencies, businesses, and community-based organizations. Embedded in the strategies for developing and sustaining partnerships are discussions of the responsibility for appropriate accounting for grant, school activity and fundraising funds. Candidates will consider how to use technology to develop, implement, and sustain partnerships.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-567 Effective Communication (3)**

This course supplements GEDA 566 by expanding the topical areas and focusing on effective marketing and public relation strategies, the impact of internal and external political systems, and successful steps to organizing school and district-wide data and reporting such information to various community audiences and constituency groups. Emphasis is placed on communications including media and employee relations. This course also will include demonstrations on the use of various technology software applications that can be applied in different communication venues.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-568 Internship III (2)**

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module III. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

**Restrictions:** Including: -Major: Bldg andDist Educ Leadership, School Leadership

### **GEDA-569 Accountability, Assess & Perf (3)**

Successful operation of and change in an organization, including schools and districts, depends to a large extent on effective leadership. An effective leader understands the importance of identifying and selecting a quality team and delegating the appropriate level of authority, responsibility, and accountability to the various members of the team. An effective leader also knows that a systems approach that views schools as interactive instructional systems operating within external environments is required to positively affect the processes, structures, and dynamics that make up a school. Candidates will examine employee induction and evaluation models and the use of technology to track performance and monitor accountability over time within a structure that includes mandated fiscal oversight practices and periodic auditing by an independent organization.

**Restrictions:** Including: -Major: Bldg and Dist Educ Leadership, School Leadership

### **GEDA-570 Prod & Sustain Schl Imprvmnt (3)**

This course focuses on the essential skills that school leaders need in order to create a culture of continuous improvement. The research suggests that an effective school leader has the ability to create conditions that support an environment of recognition and appreciation. One of the most critical steps in cultivating such conditions is to embrace diversity as an asset, regularly reinforce and recognize the improvement efforts of individual staff and students and the school community, as a whole. The course will examine a variety of research studies that have been conducted: for example, reward and incentive programs and their impact on improvement, successful programs and practices for self-review and renewal of schools, including celebrating diversity. This course emphasizes building and district leaders' fiscal oversight responsibilities; the fiscally sound practices, and ways to monitor and periodically audit school systems to sustain continuous school improvement. The use of technology to support financial management operations and resource allocation decisions is explored. The course provides opportunities to discuss No Child Left Behind legislation and to close achievement gaps as a legal and moral responsibility of leadership. This course also includes a review of the academic supports that promote problem-solving skill development for students within their regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior. A final capstone project is required as part of the course.

**Restrictions:** Including: -Major: Bldg and Dist Educ Leadership, School Leadership

### **GEDA-571 Internship IV (2)**

Field-based clinical internships are crucial elements of the program's curriculum. The internships run concurrently with the courses each semester. Through the internship experiences, candidates define and analyze problems of practice, acquire the skills and knowledge needed to deal effectively with such problems, and integrate their theoretical studies with practical applications, including the use of various technologies (e.g. candidates will develop a school budget consistent with the building's school improvement plan and monitor the fiscal oversight with the student activity funds. This internship experience is aligned with the topics covered in Module IV. Internship assignments and times are arranged by the College in collaboration with the candidate and the candidate's home school district or a partnering district. Candidates are provided with experiences in diverse school and central office settings in at least one internship. Graded S/U.

**Restrictions:** Including: -Major: Bldg and Dist Educ Leadership, School Leadership

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# Wegmans School of Nursing

## Overview:

Dr. Dianne Cooney Miner, *Dean*  
Dr. Marilyn Dollinger, *Associate Dean*

In March 2006, St. John Fisher College opened the Wegmans School of Nursing, named in honor of Robert and Peggy Wegman, longtime friends and benefactors of the College. The Wegmans School of Nursing houses the undergraduate and graduate programs in nursing and the graduate program in mental health counseling. The mission of the school is to create an individualized teaching and learning environment which supports the special needs and values of students seeking roles in licensed, credentialed, and certified professions. Founded in the Basilian tradition and guided by ethical and professional standards, the school prepares individuals who are committed to lives of service and the values of intellectual engagement, social responsibility, and respect for diversity.

The Wegmans School of Nursing is dedicated to graduating professional mental health counselors and advanced practice nurses who will provide expert, compassionate, ethical care and be leaders in the healthcare environment. To promote an internalized standard of excellence in practice, the school fosters academic and clinical practice environments for students that provide the opportunity for student and faculty to engage in:

- Active involvement in the quest for knowledge.
- Professional competence.
- Collaborative relationships.
- Ongoing personal growth.
- Flexibility and openness to change.
- Effective communication.
- Modeling of professional behaviors.
- Community involvement.

The baccalaureate, master's, and DNP programs at St. John Fisher College are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791.

The Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

## Academic Programs

# Doctor of Nursing Practice

## Overview

Dr. John C. Kirchgessner, *Program Director*

The Doctor of Nursing Practice program (DNP) is an advanced practice clinical doctorate which reflects the evolution and development of professional nursing. The Doctor of Nursing Practice program is conceived with **two entrance points**. The post-master's entry point is a two-year program. The post-baccalaureate entry point is a three-and-one-half-year program. Students seeking post-master's admission to the DNP program who hold a master's degree in nursing must have advanced practice specialization as a nurse practitioner, clinical nurse specialist, certified registered nurse anesthetist, or certified nurse midwife. Students seeking post-baccalaureate admission will be prepared as either a nurse practitioner or clinical nurse specialist as part of their program.

The Wegmans School of Nursing Doctor of Nursing Practice program is registered by the NYS Education Department and accredited by the Commission on Collegiate Nursing Education.

## Criteria for Admission

Candidates for the Doctor of Nursing Practice program should:

- Have earned a GPA of 3.30 in graduate work or a GPA of 3.00 from an undergraduate baccalaureate nursing program for the post-baccalaureate entry.
- Submit official transcripts of all undergraduate and graduate work.
- Be a graduate of an accredited advanced practice nursing program. An advanced practice nursing program is defined as a nurse practitioner, clinical nurse specialist, certified registered nurse anesthetist, or certified nurse midwife program or, for post-baccalaureate entry, a B.S. degree in nursing from an accredited college or university.
- Have a NYS license as a registered nurse, NYS certificate as an advanced practice nurse, or have eligibility and national professional certification in an APN specialty, if eligible. (Students from other states will need to supply appropriate licensure and certification credentials.)
- Provide proof of immunizations.
- Have a minimum of one full-time year of post-master's clinical experience or equivalent prior to entering the DNP clinical courses.
- Have earned a "B" grade or higher in a graduate statistics course within the last five years or have earned a master's degree in nursing within the last five years.
- Currently be practicing as an advanced practice nurse.

The admissions process for the Doctor of Nursing Practice program involves two phases:

### Phase #1

Candidates for admission are required to submit:

- Two letters of recommendation from:
  - A doctorally prepared academician or a healthcare provider.
  - A supervisor in an employment setting.
  - A practicing APN familiar with the applicant's intellectual ability, academic achievement, clinical expertise, and professional commitment.
- Current résumé of no more than five pages.
- Copies of all professional licenses and certifications.
- Writing sample with the application in the form of a one-page essay outlining the reasons for applying to the DNP program and the student's short-term and long-term goals after finishing the DNP program.
- One professional writing sample of no more than five pages (i.e., position paper, program proposal, analysis of problem, capstone excerpt).
- An on-site writing exercise.

### Phase #2

Applicants who meet the requirements will be invited to participate in a formal interview process.

## About the program

## Program Design

The program's accelerated weekend format provides both full- and part-time options for study. Four courses will be offered each semester. Two courses will be offered for the first eight weeks, followed by two courses during the last eight weeks. Courses will be held on Friday evenings and Saturdays every other weekend for an eight-week period (one course Friday evening and another course all day Saturday). A student who chooses the full-time option can complete the program in four semesters. A part-time student who takes two courses per semester can complete the program in four years. It is expected that each student will complete 1,000 hours of clinical practice in accordance with the American Association of Colleges of Nursing's "DNP Roadmap Task Force Report" (2006). For the post-master's entering student, coursework in the program will provide the student with the additional clinical practice hours, building upon the practice hours that were part of the student's master's degree to

meet the 1,000-hour requirement. For the post-baccalaureate entering student, the 1,000 clinical practice hours will be completed within the program. Clinical placements will occur in interdisciplinary settings with an expert/mentor. Each setting will provide students with extensive advanced clinical practice experiences and allow students the opportunity to implement emerging science and practice innovations to improve the healthcare system. Each student will undertake a clinical scholarship project reflecting a practice site and population of interest supported by scholarly evidence. There is no dissertation requirement.

## Attendance

- Participation in and attendance at all classes is a critical component for successful completion of the DNP program.
- As a future nurse leader, there is an expectation that a candidate's preparation, participation, attendance, and work will reflect the standards, care, and scholarship that are required in a rigorous doctoral-level program.
- One missed weekend session is equivalent to being absent for 25 percent of a course and will adversely impact a candidate's final grade in that course. It is important, therefore, that candidates make every effort to be on time and attend every session. Students may be required to fulfill additional course activities if a class is missed.
- If it is necessary to miss or be late to a class, candidates are required to notify the faculty member teaching the course in advance, if possible.
- Specific details of the attendance policy and requirements will be provided by the faculty at the start of each course.

## Learning Outcomes

### Purpose, Program Outcomes, and Goals

#### Purpose

The purpose of the Doctorate of Nursing Practice program is to prepare the graduate as an expert clinician for direct- or indirect-care roles in advanced practice and in clinical leadership.

#### Program Outcomes

At the completion of the program, the student will enact the following outcomes:

- Implement and evaluate clinical practice based on scientific knowledge.
- Assume advanced practice nursing roles as an expert clinician.
- Demonstrate advanced leadership skills necessary to meet the challenges of increasingly complex healthcare organizations.
- Demonstrate analytical methodologies for the evaluation of clinical practice and the application of scientific evidence to improve professional practice.
- Apply clinical scholarship methodologies for organizational quality improvement, evidence-based practice, and healthcare outcomes.
- Use advanced skills to design, develop, and implement the use of contemporary technological information systems.
- Demonstrate expertise in the analysis, formulation, and implementation of healthcare policy.
- Collaborate with interdisciplinary teams necessary to meet healthcare needs of individuals and populations.
- Apply ethical theories, legal and practice standards, and advocacy to decision-making in healthcare issues.
- Apply population-based methodologies for health promotion and disease-prevention in advanced practice.

#### Goals

The goals of the program are to:

- Provide a high-quality educational program that prepares candidates for successful careers as clinical experts and leaders.
- Implement a program of study that promotes expert clinical practice, continuous practice improvement, effective leadership practices, and clinical scholarship.
- Participate in the evolution, development, and improvement of clinical practice for professional nursing.
- Create and implement a rigorous clinically focused doctoral program which demonstrates the continuous improvement of clinical practice and scholarship.
- Impact and improve clinical practice, clinical outcomes, health policy, and care delivery methodologies.

## Program Requirements

[Post-Baccalaureate Entry DNP Program](#) | [Post-Master's Entry DNP Program](#)

### Doctor of Nursing Practice

#### Requirements for Post-Baccalaureate Entry

The post-baccalaureate entering student will need to elect a functional role in order to determine the curricular plan of study. All students need to meet with the DNP program director to determine his or her individual course of study. At the completion of the program the post-baccalaureate DNP student will be prepared as a Primary Care Family Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Adult/Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner or Adult/Gerontology Clinical Nurse Specialist.

Successfully complete 1,000 hours of clinical scholarship residency.

GNUR 503	Foundations of Nursing Research	(3)
GNUR 504	Evidenced-based Research in Nursing	(3)
GNUR 505	Family Health for Advanced Practice Nurses	(2)
GNUR 507	Health Policy	(2)
GNUR 509	Professional & Systems Leadership	(3)
GNUR 543	Advanced Pathophysiology	(3)
GNUR 570	Pharmacology	(3)
GNUR 571	Diagnostic Reasoning	(3)
GNUR 701	Foundations of Nursing Science	(3)
GNUR 703	Philosophy and Foundations of Evidence-Based Practice	(3)
GNUR 705	Foundations of Nursing Leadership	(3)
GNUR 707	Biostatistics and Epidemiology	(3)
GNUR 709	Nursing Practice Role Development	(3)
GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 713	Clinical Program Development	(3)
GNUR 715	Multiple Research Methods	(3)
GNUR 721	Clinical Practice Development	(3)
GNUR 723	Health Policy	(3)
GNUR 725	Improving the Health of Populations	(3)
GNUR 740	Advanced Technology in Support of Clinical Management	(3)
GNUR 741	Clinical Scholarship/Residency/Professional Seminar	(6)
Choose <b>one</b> functional role:	Primary Care Family Nurse Practitioner (PCFNP)	(13-23)
	Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)	
	Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)	
	Psychiatric Mental Health Nurse Practitioner (PMHNP)	
	Adult/Gerontology Clinical Nurse Specialist (AGCNS)	
Choose <b>two</b> electives*:	GNUR 732 International Nursing Practice	(6)
	GNUR 734 The Nurse Educator Role	
	GNUR 738 Health Law for Health Professionals	
	GNUR 744 Grantsmanship for Health Professions	
	GNUR 751 Advanced Clinical Practicum	
	GNUR 796 Independent Study	
Total		(78-86)

\*The DNP program requires six credits of electives/cognates. The School of Nursing offers GNUR 732, 734, 738, 744, 751, and 796 throughout the academic year. Students may choose from these courses or, with permission of the DNP program director, any other graduate level course offered at St. John Fisher College.

### **Adult/Gerontology Clinical Nurse Specialist (AGCNS)**

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 632 Adult Applications of the Spheres of Influence CNS Seminar (1)
- GNUR 639 Older Adult Applications of the Spheres of Influence CNS Seminar (1)
- GNUR 688 Synthesis CNS Practicum (1)
- GNUR 689 Synthesis of the Spheres of Influence CNS Seminar (1)
- GNUR 699 Issues in Acute Care (3)

### **Primary Care Family Nurse Practitioner (PCFNP)**

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 576 Advanced Concepts in the Care of Women (3)
- GNUR 577 Advanced Concepts in the Care of Children (3)
- GNUR 584 Diagnosis & Management for Adults FNP Seminar (1)
- GNUR 585 Diagnosis & Management for Older Adults FNP Seminar (1)
- GNUR 586 Diagnosis & Management for Women FNP Seminar (1)
- GNUR 587 Diagnosis & Management for Pediatric Patients FNP Seminar (1)
- GNUR 699 Issues in Acute Care (3) (Elective)

### **Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)**

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 642 AGPCNP Primary Care Diagnosis & Management Seminar II (1)
- GNUR 644 AGPCNP Primary Care Diagnosis & Management Seminar I (1)
- GNUR 646 AGPCNP Primary Care Diagnosis & Management Seminar III (1)
- GNUR 648 AGPCNP Primary Care Diagnosis & Management Seminar IV (1)
- GNUR 669 Complex Care of the Chronically Ill across Adulthood (3)
- GNUR 699 Issues in Acute Care (3)

### **Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)**

- GNUR 566 Advanced Concepts in the Care of Older Adults (3)
- GNUR 567 Advanced Concepts in the Care of Adults (3)
- GNUR 641 AGACNP Acute Care Diagnosis & Management Seminar I (1)
- GNUR 643 AGACNP Acute Care Diagnosis & Management Seminar II (1)
- GNUR 645 AGACNP Acute Care Diagnosis & Management Seminar III (1)
- GNUR 647 AGACNP Acute Care Diagnosis & Management Seminar IV (1)
- GNUR 669 Complex Care of the Chronically Ill (3)
- GNUR 699 Issues in Acute Care (3)

### **Psychiatric Mental Health Nurse Practitioner (PMHNP)**

- GNUR 513 PMHNP Clinical Practicum I: Trauma-informed Assessment & Intervention (1)
- GNUR 514 PMHNP Clinical Practicum II: Evidence-based Treatment Modalities (1)
- GNUR 515 PMHNP Clinical Practicum III: Integrative Management of Complex Co-morbidities (1)
- GNUR 516 PMHNP Clinical Practicum IV: Advanced Strategies for At-risk Populations (1)
- GNUR 520 Foundations of Advanced Psychiatric-Mental Health Nursing Practice (3)
- GNUR 521 Advanced Neuropsychiatric Assessment & Intervention (2)
- GNUR 522 Advanced Psychopharmacology (2)
- GNUR 523 Advanced Concepts in Psychotherapy with Individuals, Groups & Families (3)
- GNUR 524 Advanced Concepts in Health Integration (3)
- GNUR 544 Psychopathology & Differential Diagnosis (3)
- GNUR 545 Advanced Concepts in Child & Adolescent Mental Health (3)

### **Progression Policy**

Students matriculating in to the Wegmans School of Nursing program must achieve a grade of B (84-86) or higher in GNUR 503, 504, 543, 570, 571, and all clinical courses in order to progress to the next course. If a student does not achieve a grade of B on the first attempt, the student may re-take the course once. If the student does not achieve a grade of B on the next attempt, the student will not be allowed to progress.

### **Requirements for Post-Master's Entry**

To receive the Doctor of Nursing Practice degree at St. John Fisher College, post-master's candidates in the program are required to:

- Successfully complete a minimum of 48 credit hours.
- Successfully complete 1,000 hours of clinical scholarship residency.
- Successfully complete the clinical scholarship project.

GNUR 701	Foundations of Nursing Science	(3)
GNUR 703	Philosophy and Foundations of Evidence-Based Practice	(3)
GNUR 705	Foundations of Nursing Leadership	(3)
GNUR 707	Biostatistics and Epidemiology	(3)
GNUR 709	Nursing Practice Role Development	(3)
GNUR 711	Advanced Healthcare Delivery Systems	(3)
GNUR 713	Clinical Program Development	(3)
GNUR 715	Multiple Research Methods	(3)
GNUR 721	Clinical Practice Development	(3)
GNUR 723	Health Policy	(3)
GNUR 725	Improving the Health of Populations	(3)
GNUR 740	Advanced Technology in Support of Clinical Management	(6)
GNUR 741	Clinical Scholarship/Residency/Professional Seminar	(6)
Choose <b>two</b> electives*:	GNUR 732 International Nursing Practice	(6)
	GNUR 734 The Nurse Educator Role	
	GNUR 738 Health Law for Health Professionals	
	GNUR 744 Grantsmanship for Health Professions	
	GNUR 751 Advanced Clinical Practicum	
	GNUR 796 Independent Study	
<b>Total</b>		<b>(48)</b>

\*The DNP program requires six credits of electives/cognates. The School of Nursing offers GNUR 732, 734, 738, 744, 751 and 796 throughout the academic year. Students may choose from these five courses or, with permission of the DNP program director, any other graduate level course offered at St. John Fisher College.

## Courses

### GNUR-501 Scientific Inquiry I (4)

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and theories which influence the development of nursing knowledge are explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative research process using descriptive statistics and qualitative research methods are explored.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### GNUR-502 Scientific Inquiry II (4)

This course builds on the quantitative/qualitative research question identified in Scientific Inquiry I and explores epidemiologic and research methodologies in designing research proposals. Students will analyze data and examine relationships using inferential statistics. A goal of the course is to enable students to utilize knowledge gained through research to explore clinical phenomena, analyze clinical interventions and clinical outcomes, and evaluate programs to improve nursing practice. In keeping with this goal, students will develop the identified research question into a grant proposal for external funding.

**Attributes:** TGNU

**Prerequisites:** GNUR-501 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-503 Found of Nsg Research (3)**

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and the influence of theories on the development of nursing practice from philosophical, structural, theoretical, and epistemological perspectives will be explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative process and the use of descriptive statistics including an introduction to databases and statistical software are discussed. Qualitative research methods and their applicability in nursing knowledge are explored. This course is the first in the sequence of research coursework for the graduate program.

**Attributes:** TGNU ZCIV ZRES

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-504 Evid-Based Research in Nsg (3)**

This course examines and explores the development of evidence and evidence-based knowledge in nursing to prepare the graduate nurse for the role of change agent to promote a research-based nursing practice. Methods for clinical practice improvement using EBP are examined. Course includes critical appraisal of research evidence and interpretation of statistical analyses through the application of descriptive and inferential statistics. The course will explore practice areas where evidence-based integration is needed and facilitate the movement of evidence-based quality initiatives.

**Attributes:** TGNU

**Prerequisites:** GNUR-503 C

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-505 Advd Pract Care Fam (2)**

This core course focuses on theoretical and evidence-based perspectives that guide advanced practice nursing practice in patient/family centered care. Students apply principles and processes of both family theory and family developmental theory to assess and promote optimal family functioning. Throughout the course students will investigate complex family dynamics stimulated by a variety of issues such as deployment in military families, domestic violence, sexual abuse, mental illness, loss of a family member, addiction, and post traumatic stress.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-505 Family Health for APNs (2)**

This core course focuses on theoretical and evidence-based perspectives that guide advanced practice nursing practice in patient/family centered care. Students apply principles and processes of both family theory and family developmental theory to assess and promote optimal family functioning. Throughout the course students will investigate complex family dynamics stimulated by a variety of issues such as deployment in military families, domestic violence, sexual abuse, mental illness, loss of a family member, addiction, and post traumatic stress.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-506 Population Health and Epi (2)**

This course studies the determinants for health of populations and methodologies of assessment and disease prevention. Epidemiological principles and measures of disease occurrence and risk will be used to study inequities in health, social determinants of health, clinical intervention strategies, and application of these strategies to clinical practice. How principles of genetics and genomics intersect with epidemiology and impact clinical practice will be discussed.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-507 Health Policy (2)**

This course provides students with an understanding of current issues in U.S. health care policy at the local, regional and national level in the context of a dynamic global environment. Policy and regulatory processes are studied to analyze their impact on health care cost, quality and access, professional practice and workforce development. The impact of social determinants of health is studied to inform effective policy reform to eliminate disparities. Students analyze strategies for effective advocacy and professional leadership to promote change through health policy reform.



**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-508 HC Delivery Systems (2)**

This course provides students with tools to assess and analyze the United States health care delivery system including the driving economic and financial forces of a dynamic, complex, and changing health care environment. Using organizational theories and a global perspective, the U.S. health care system is analyzed with a focus on accessibility, cost, quality, care disparities and reimbursement alternatives. Basic finance and economic principles, including nursing cost/benefit analysis, are applied at the point of care to impact nursing health care delivery, advocacy and practice change.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-509 Prof & Systems Leadership (3)**

The evolution of nursing, including scope of practice and professional socialization, along with knowledge of other disciplines is foundational to the creation of strategies to foster effective organizational relationships. This course explores the association between the systems, organization and the role of the advanced practice nurse. The enduring issues in American health care that continue to have an impact on advanced practice nursing are investigated using historiographic methods. Students will recognize the critical need for interprofessional teams, the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic healthcare system. Creative strategies to provide ethical and culturally competent patient centered care and methods to overcome barriers to system access are analyzed. This course promotes student engagement with patient care & communication technologies, use of nursing delivery systems, and the utilization of organizational and systems theory in the development of leadership and advocacy skills to facilitate change.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-512 Hlthcare, Econ, and Policy (4)**

This course provides students with an understanding of healthcare policy, organization, and finance in the U.S. in the larger context of a dynamic global environment. Students learn and apply basic principles of finance and economics that impact healthcare delivery from the point of care to healthcare systems. Policy and regulatory processes are studied to analyze their impact of practice and healthcare delivery. Students analyze the organization and delivery of healthcare to determine if it functions effectively and assume a leadership role to effectively advocate for change within organizations and through healthcare policy reform.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Management Graduate, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

### **GNUR-513 PMHNP Clinical Practicum I (1)**

This course focuses upon the integration of knowledge from the biopsychosocial sciences in order to perform a comprehensive assessment of psychiatric and/or addictive disorders and formulate an appropriate disposition. Students will apply knowledge trauma-informed approaches and motivational interviewing techniques to the assessment process in an acute clinical setting, and appropriately assess and manage emergency situations under the guidance of a clinical mentor. Students will also begin to develop their clinical portfolio and reflective journal, and participate in biweekly seminars which focus upon case presentations and readings related to the application of motivational interviewing techniques to the interview process, the management of acute symptoms of mental illness and/or addiction, and the implementation of person-centered treatment planning/referral.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-521 Y C AND GNUR-544 Y C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-514 PMHNP Clinical Practic II (1)**

This course focuses upon the integration of knowledge from psychopathology and psychopharmacology in order to implement two or more time-limited, evidence-based psychotherapies in the treatment of psychiatric and/or addictive disorders. Students also implement two or more treatment modalities under the guidance of a clinical mentor, and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to promising and alternative therapies, the integration of pharmacology with psychotherapy, and psychotherapy supervision/peer review.

Graded S/U.

**Attributes:** TGNU



**Prerequisites:** GNUR-513 S

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-515 PMHNP Clinical Practic III (1)**

This course focuses upon the integration of behavioral health, physical, and social determinants of health in the management of complex comorbidities in a psychiatric, primary care, or rehab setting, as part of the inter-professional team. Students will implement a variety of therapeutic interventions under the guidance of a clinical mentor and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to integrative treatment of co-occurring medical and behavioral health conditions, issues and trends in chronic care management, and implementing and evaluating outcomes

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-514 S

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-516 PMHNP Clinical Practic IV (1)**

This course focuses upon the integration of knowledge from the PMHNP curriculum in order to promote health/prevent illness and disability among vulnerable individuals, families and/or groups thorough the implementation of screening, client/family/group education, and consultative, collaborative, supervisory, and educational strategies to practitioners, groups and/or organizations. Students will implement at both direct and indirect interventions under the guidance of a clinical mentor, document contacts in their clinical portfolio, and process interactions in their reflective journal. Students will also participate in biweekly seminars which focus upon case presentations and readings related to the application of mental health consultation strategies and the evaluation practice improvement processes,

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-515 S

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-518 Adv Pract Care Families (3)**

This course focuses on theoretical and evidence-based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to promote optimal family functioning. Students analyze family-focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2010 National Health Goals guides student/family interaction in this course.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

### **GNUR-520 Fdtn of Adv Psych MH Pract (3)**

This course focuses upon the principles and concepts that form the basis for advanced practice in psychiatric mental health nursing, including standards and models for practice, and the promotion of mental health and prevention of psychiatric and addictive disorders across the life span. Emphasis is placed on the neurobiology of stress and trauma in the formation of mental health and/or addictive disorders, and role of the Psychiatric Mental Health Nurse Practitioner in implementing culturally relevant and trauma-informed person/family centered practices within collaborative systems of care. Legal/ethical issues are examined in relation to privacy, client preferences, and client, family and community safety.

**Attributes:** TGNU

**Restrictions:** Including: -Level: Practice Doctorate, Graduate -Program: CERT Psych Mental Health NP, DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-521 Adv Neuropsych Assess (2)**

This course focuses upon the knowledge and skills required to perform a comprehensive assessment of adults and older adults with psychiatric and addictive disorders, and appropriately evaluate and manage emergency situations arising from acute symptomatology. Strategies for a trauma-informed therapeutic relationship facilitated by motivational interviewing techniques are presented as a basis for the conduct of a comprehensive neuropsychiatric assessment.

**Attributes:** TGNU

**Prerequisites:** GNUR-544 Y C AND GNUR-571 Y C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-522 Advanced PsychoPharm (2)**

This course takes a comprehensive, life span approach to the full array of pharmacologic agents available for the treatment of mental health and addictive disorders. The role of the Psychiatric Mental Health Nurse Practitioner with prescriptive authority is examined with special emphasis on target symptoms, medication education, and use of evidence-based guidelines and protocols in treating acute symptoms and preventing relapse.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 Y C

**Restrictions:** Including: -Level: Practice Doctorate, Graduate

### **GNUR-523 Adv Cncpts Psychotherapy (3)**

This course focuses upon the principles and concepts that form the basis for a variety of traditional and evidence-based psychotherapies. The theoretical principles of psychodynamic psychotherapy, supportive psychotherapy, and behavioral and cognitive behavioral therapies are applied to individuals, groups, families, and/or special populations. The role of the Psychiatric Mental Health Nurse Practitioner in the integration of psychotherapeutic and psychopharmacological interventions is examined.

**Attributes:** TGNU

**Prerequisites:** GNUR-545 Y C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-524 Adv Cncpts Health Intgrtn (3)**

This course focuses upon the principles and concepts that form the basis for advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span. Emphasis is placed on interprofessional collaboration and the management of complex and/or chronic comorbidities, facilitated by the use behavioral therapy techniques, motivational interviewing and psychoeducational groups. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, and the use of technology in health maintenance and relapse prevention, are examined as strategies to improve health outcomes for populations with complex needs.

**Attributes:** TGNU

**Prerequisites:** GNUR-523 C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-529 Nursing Roles&Leadership (2)**

This course focuses on the socialization of the FNP and CNS student into advanced practice. Nursing history, competencies, and roles of advanced nursing practice with an emphasis on role acquisition are investigated. The course focuses on role development in advanced practice, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in today's healthcare system. Development of skills in leadership, advocacy, and facilitating change is emphasized.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

### **GNUR-543 Advanced Pathophysiology (3)**

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-544 Psychopathology&Diff Diag (3)**

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders across the life span for counseling and PMHNP students. These strategies will help students develop skills in differential diagnosis for use in role-specific treatment planning. Detailed knowledge of the DSM-5 and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

**Attributes:** TGNU

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

**GNUR-545 Adv Cncpts Child/Adol MH (3)**

This course will review advanced assessment and treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a comprehensive clinical report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

**Attributes:** TGNU

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

**GNUR-558 GNUR Capstone I (2)**

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

**Attributes:** TGNU

**Prerequisites:** GNUR-503 C AND GNUR-504 C

**GNUR-559 GNUR Capstone II (2)**

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

**Attributes:** TGNU

**Prerequisites:** GNUR-503 C AND GNUR-504 C AND GNUR-558 C

**GNUR-566 Adv Con Care Older Adults (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of older adults. Health promotion, health maintenance, and health restoration across the continuum of care are considered. Discussion will include current evidence-based practice addressing common health problems of older adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator students.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-567 Adv Concepts Care Adults (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nursing educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-567 Adv Concepts Care Adults (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nursing educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-570 Pharmacology (3)**

This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-571 Diagnostic Reason-Assess (0 OR 3)**

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-571 Diagnostic Reason-Assess (0 OR 3)**

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course. Additional fees will apply.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-576 Adv Concepts Care of Women (0 TO 3)**

This course focuses on the biological and behavioral phenomena of concern in the care of women. The clinical presentation, diagnostic reasoning, management, and evaluation of women's common health needs and problems are considered. Discussion will include current evidence-based practice addressing common health problems of women across the lifespan. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-577 Adv Conc Care Children (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-584 DiagManageSeminar FNP I (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

**GNUR-585 DiagManageSeminar FNP II (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of the older adult in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-684 C

**GNUR-586 DiagManageSeminar FNP III (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C AND GNUR-584 C

**GNUR-587 DiagManageSeminar FNP IV (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 C AND GNUR-570 Y C AND GNUR-571 C AND GNUR-577 Y C AND GNUR-584 C

**GNUR-596 Independent Study (1 TO 3)**

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-596 Independent Study (1 TO 3)**

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-632 Adult CNS SOI I (1)**

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors in providing direct and indirect care to adults with a specific population of focus. Following the guidelines established by the National Association for Clinical Nurse Specialists (NACNS), this course focuses on the nurse/nursing practice sphere of influence. Other key spheres of influence: patient/family and systems may be integrated into this clinical experience. Students will identify assessment strategies to assess the knowledge and skill of nurses working with the population of focus and develop/implement/evaluate educational programs that advance the practice of nursing within a population of focus. Students will evaluate nursing's utilization of resources to enhance quality of care.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

#### **GNUR-639 Older Adult CNS SOI II (1)**

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. Following the guidelines established by the NACNS, this course focuses on the patient/client sphere of influence. Other key spheres of influence: patient/family; system may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of adult health assessment and clinical management at an advanced practice level including consulting with nursing and other health care professionals, application of evidenced based practice protocols and education of clients and their families, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and role development.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

#### **GNUR-641 AGNP AC Dx Mgmt (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

**Prerequisites:** GNUR-567 Y C

#### **GNUR-642 AGNP PC Dx Mgmt I (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

#### **GNUR-643 AGNP AC Dx Mgmt II (1)**

In this 150 hour acute care clinical experience, adult gerontology, acute care nurse practitioner students collaborate with preceptors to provide care for older adults and their families in the acute care setting. Students apply the principles of assessment, diagnosis and treatment of acute and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Prerequisites:** GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C

#### **GNUR-644 AGNP PC Dx Mgmt II (1)**

In this 150 hour primary care clinical experience, the adult gerontology nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet



periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

**GNUR-645 AGNP AC Dx Mgmt III (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-641 C AND GNUR-643 C AND GNUR-699 Y C

**GNUR-646 AGNP PC Dx Mgmt III (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-642 C AND GNUR-644 C AND GNUR-699 Y C

**GNUR-647 AGNP AC Dx Mgmt IV (1)**

In this 150-hour acute care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Prerequisites:** GNUR-645 C AND GNUR-669 Y C AND GNUR-699 C

**GNUR-648 AGNP PC Dx Mgmt IV (1)**

In this 150-hour primary care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Prerequisites:** GNUR-646 C AND GNUR-669 Y C AND GNUR-699 C

**GNUR-669 Complex Chronically ILL (3)**

This course will provide students with the advanced practice knowledge to care for complex clients across adulthood. Focus will be on the management of complex, chronic, and multisystem illnesses including co-morbidities and functional impact. Emphasis is on the application of theory and the use of current evidence-based practice guidelines in addressing complex health problems in this population. Students will explore the impact of chronic illness on the individual, family, and community and identify community resources to support and improve care. This course will prepare the advance practice nurse to care for clients across adulthood and improve outcomes in the acute and outpatient setting.

**Prerequisites:** GNUR-566 C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-699 C

### **GNUR-670 Found of Nursing Education (3)**

This course provides a foundation for developing the educator role in academic and practice settings for advanced practice nurses. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. Internal and external forces, standards, and issues that influence curriculum development will be discussed.

**Attributes:** TGNU

### **GNUR-671 Teaching Methods (3)**

This course provides a comprehensive overview of educational strategies for students who desire to function as a nurse educator. It examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Strategies to promote the development of critical thinking are emphasized.

**Attributes:** TGNU

**Prerequisites:** GNUR-670 C

### **GNUR-672 Teaching Practicum I (1)**

In this 150-hour practicum, students experience the educational environment through precepted experiences. They design and implement a variety of teaching strategies appropriate to content, setting, learners' needs, and desired learning outcomes in academic and practice settings. The focus is on classroom and laboratory teaching. Students are introduced to technological tools for instruction such as presentation software, Blackboard and SimMan. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U. Required: 150 hours precepted experiences.

**Attributes:** TGNU

**Prerequisites:** GNUR-671 Y C

### **GNUR-673 Evaluation Nursing Educ (3)**

This course focuses on quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels. Students learn about test construction and analysis as well as evaluation using techniques such as case scenarios. They also study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

**Attributes:** TGNU

**Prerequisites:** GNUR-670 Y C

### **GNUR-674 Teaching Practicum II (1)**

In this 150-hour experience, students develop the educator role in clinical settings. They focus on student-educator interactions, the selection of learning experiences, and clinical performance evaluation in cognitive, affective, and psychomotor domains of learning. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-673 Y C

### **GNUR-680 Adv Pract Care Adults FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-567 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-681 Adv Prac Care Women FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.



**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-576 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-682 Adv Prac Care Children FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-577 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-683 AdvPrac Older Adults FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-566 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-684 Adv Prac Older Adults CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide primary care for older adults and their families. This clinical practicum will allow the student to apply the principles of older adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of older adult health, education of patients and staff, and clinical management of patients. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-566 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-685 Adv Pract Care Adults CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. This clinical practicum will allow the student to apply the principles of adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of adult health, education of clients and staff, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-567 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-686 Adv Prac Care Women CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for women and their families in a variety of settings. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals; research in the area of adult health; education of women, families, and staff; and clinical management of women's health needs. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-576 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice; Excluding: -Program: MS Adv Practice Nursing: CNS

**GNUR-687 Adv Prac Care Children CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-577 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-688 Synthesis Practicum CNS (1)**

This synthesis course focuses on the clinical integration of multiple spheres of influence by the student in the clinical nurse specialist role. These spheres include patient/client, nursing practice, and organizational systems and provide a foundation for specialty competencies and CNS practice. Clinical and system outcomes are analyzed in the context of expert practice. The practicum consists of 150 hours of precepted practice in acute and ambulatory specialty practice settings. Periodic seminars enhance knowledge and integration of the professional role as clinical expert. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCAP

**Prerequisites:** GNUR-571 C AND (GNUR-566 C AND GNUR-684 S) OR (GNUR-567 C AND GNUR-685 S)

**Restrictions:** Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adv Practice Nursing: CNS

**GNUR-689 Adult Care CNS SOI (1)**

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for acutely ill clients and their families across the Spheres of Influence. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres, and begin to apply principles within the organizational/systems sphere of influence. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management at an advanced practice level including consultation with an interprofessional team, application of evidenced based practice protocols, and the implementation of programs across each sphere. In addition, students will begin to evaluate the utilization of resources, evidenced based practice, and principles of program management to enhance quality of care.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 C AND GNUR-567 C AND GNUR-632 C AND GNUR-639 C AND GNUR-699 Y C

**GNUR-690 Master's Project I (1)**

In this first course, the student will build upon learning and content gained in prior coursework and design a project with an identified area of interest: practice or education. Working closely with a faculty advisor, the student will design the project, secure support from the community of interest, and identify and apply for funding. Students will meet periodically throughout the semester in a seminar designed to support the development of their projects and funding proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C

**Restrictions:** Including: -Major: Advanced Nursing Practice

**GNUR-691 Master's Project II (1)**

In this second course, the student will implement the project designed in GNUR 690, Master's Project I. Working closely with the faculty advisor, the student will implement and evaluate the project. Students will meet periodically throughout the semester in a seminar designed to support the implementation and evaluation of their projects. In order to successfully complete the course, the project implementation and evaluation must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and project director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C AND GNUR-690 S

**Restrictions:** Including: -Major: Advanced Nursing Practice

**GNUR-692 Master's Thesis I (2)**

In this first thesis-related course, the student will work closely with the faculty advisor and refine the plan for implementation and analysis of the research study proposed in GNUR 502, Scientific Inquiry II. During this course, the student is expected to complete the Institutional Review Board process. Students will meet periodically throughout the semester in a seminar designed to support the development of their research proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C

**Restrictions:** Including: -Major: Advanced Nursing Practice

**GNUR-693 Master's Thesis II (2)**

In the second part of the thesis-related course, the student will work with the faculty advisor and complete the research study. The student will collect and analyze data, draw conclusions, and discuss the implications of the study findings for nursing practice, education, policy, and further research. Students will meet periodically throughout the semester in a seminar designed to support the conduct of their research studies. In order to successfully complete the course, the thesis manuscript must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and the Program Director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C AND GNUR-692 C

**Restrictions:** Including: -Major: Advanced Nursing Practice

**GNUR-694 Comprehensive Exam I (1)**

This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in GNUR 501, 502, 512, 518. The associated seminars will review expectations for completion of the written comprehensive case study. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-502 Y C AND GNUR-512 Y C AND GNUR-518 Y C

**GNUR-694 Comprehensive Exam I (2)**

This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in the Scholarship Core. The associated seminars will review expectations for completion of the written comprehensive case study.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-504 C AND GNUR-505 C AND GNUR-506 C AND GNUR-507 C AND GNUR-508 C OR (GNUR-512 Y C OR GNUR-518 Y C)

**GNUR-695 Comprehensive Exam II (1)**

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C AND GNUR-571 C

**GNUR-695 Comprehensive Exam II (2)**

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-694 C

### **GNUR-696 GNUR Capstone (3)**

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines. Graded S/U. Permission of Program Director is required to register.

**Attributes:** TGNU ZCAP

**Prerequisites:** (GNUR-501 C OR GNUR-501 C) AND (GNUR-502 C OR GNUR-502 C)

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-697 Capstone Completion (1)**

Based on the work done in GNUR 696, the student completes the Capstone guided by their advisor. If the work is not completed at the end of the semester in which the course is taken, the student will receive a grade of IP and MUST register for GNUR 698. Graded S/U. Permission of Program Director is required to register.

**Attributes:** TGNU ZCAP

**Prerequisites:** GNUR-696 S OR GNUR-696 S

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-698 Capstone Continuation (1)**

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 696 faculty and submit a plan for completion of the project in order to register for this continuation credit. Data collection, evaluation or documentation activities may be done during this continuation time. If the Capstone is accepted by their advisor at the end of this course, both GNUR 697 and 698 will be graded S. If the Capstone is NOT accepted by their advisor at the end of this course, the student will receive a grade of IP in GNUR 698 and MUST register for 698 again. If unsuccessful in the second attempt, the student will receive grades of U in both GNUR 697 and both instances of GNUR 698. Graded S/U. Permission of Program Director is required to register.

**Attributes:** TGNU ZCAP

**Prerequisites:** GNUR-697 S

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-699 Issues in Acute Care (3)**

This course considers the unique aspects of caring for clients across adulthood as they interact with the acute care environment. Building upon foundational adult and gerontology concepts, this course focuses on disease and complication prevention and management and health restoration in the acute care setting. The clinical presentation, diagnostic reasoning, management and evaluation of common acute care problems of the population are considered. Discussion will include current evidenced-based practice to provide and improve care across the continuum. Knowledge of the advanced practice competencies will be integrated in the care of this population including by not limited to: direct care, consultation, collaboration, leadership, expert coaching and guidance, research, and ethical decision making.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 C AND GNUR-567 C

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-701 Found of Nursing Science (3)**

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course introduction presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory, and research and their effect on the structure of nursing knowledge are discussed. Conceptual models and theories for nursing practice are examined.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-703 Phil & Found of EBP (3)**

This course examines the development of evidence and evidence-based knowledge in healthcare. The effects of the international distribution of healthcare knowledge and the development of a science of application, analysis, distribution and evaluation of practice knowledge is addressed. The use of translational research strategies for clinical practice improvement is reviewed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-705 Found of Nur Leadership (3)**

This course examines the foundations of both administration and leadership. With a focus on leadership, the course will examine the current and emerging theories of leadership and their application to advanced clinical practice. Those stressors that affect leadership, organizational change, and organizational environments of clinical practice will be discussed. Application of theories in clinical practice will be reviewed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice

### **GNUR-707 Biostatistics and Epi (3)**

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice

### **GNUR-709 Nur Practice Role Develop (3)**

This first of four clinical courses begins focused work on the student's clinical scholarship project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and White's model as a framework. DNP students identify a clinical mentor and faculty advisor for their clinical scholarship project with the intent to change practice. At the end of the course, the student will present an initial proposal for their CSP which is submitted for approval before moving onto the second clinical course. Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems. Graded S/U.

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-711 Advanced HCDS (3)**

This course examines the American healthcare system, comparing it to other systems of healthcare delivery. Strengths and weaknesses of international systems are explored. Structural indices and organizational analyses of healthcare systems are examined in relation to change. The role of public health; politics and policy development; risk assessment; interest group behavior; and influence and the politics of healthcare reform in rural, urban, and suburban areas are included. Analysis of health care systems in the context of advanced practice nursing and the development of evolutionary and revolutionary changes in the system are explored.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-713 Clinical Prog Development (3 TO 5)**

This second of four clinical DNP courses continues project planning for the student's clinical scholarship project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project's needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the clinical scholarship project work planning and evaluation planning phases in Zaccagnini and White's DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total.

Graded S/U.



**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-715 Y C

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-715 Multiple Research Methods (3)**

This course focuses on the application and use of multiple research methods to improve clinical practice outcomes. The course will look beyond the traditional research methods to use action research, community-based research, and translational research methods. Research supports such as power analysis, data management, measurement strategies, epidemiologic designs, and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in conceptualizing a study using different methods. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

### **GNUR-721 Clinical Practice Devel (3)**

In this third clinical course, models of advanced clinical practice will be reviewed. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, models of quality improvement and leadership and other intervening variables that affect environments of care. Students will have the opportunity to design and develop an analytical nursing practice environmental project that pertains to their clinical interests. Students should be actively involved in the implementation of their CSP project (including data collection). A final poster including proposed data analysis, findings/discussion and conclusions/recommendations will be presented.

Graded S/U

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-713 C

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-723 Health Policy Implement (3)**

This course analyzes current major U.S. health policy issues and the critical processes and forces that shape them. The health policy issues addressed include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on healthcare, managed care development and regulation, state and federal healthcare reform, and others. In addition, this course will examine international healthcare public policy issues affecting American healthcare policy and advanced practice nursing. Legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, educational and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, public agencies and professional organizations will be covered. Advanced nursing practice issues in a local, regional, state, federal, and global context of public policy influence, formulation, and sustenance will be discussed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-725 Improve Health Populations (3)**

This course will examine the relationship between clinical practice environments and populations of care. Using population-based strategies for health improvement, the student will design and implement clinical projects to effect change. Using theories of public health and community health, students will apply strategies to selected populations. Diversity, access, and socioeconomic factors of specific populations will be discussed.

**Attributes:** TGNU ZCLX ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-732 International Nursing (3)**

This course provides an opportunity to learn about the culture, advanced nursing practice, and healthcare of other countries. International healthcare delivery models will be examined. Biostatistical and epidemiological global indicators of health and illness will be assessed. Comparisons of developed and developing countries in regard to health and illness will be reviewed. The student explores the concepts and applications of transcultural nursing and cultural competency. The evolution of advanced practice nursing throughout the world will be examined through international nursing organizations, journals, and interactions with foreign nurses. With additional credit, the student may elect to analyze, practice in, and study a particular nursing system in a

foreign country.

**Attributes:** TGNU ZRES ZTRA

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-734 The Nurse Educator (3)**

This course provides the student with an overview of the faculty role in higher education or clinical practice. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. An overview of educational strategies examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels are reviewed. Students study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

### **GNUR-736 Ad Pharm & Dx (3)**

This course is designed to support the student learning in targeted advanced practice roles and practice areas. This focus is on the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common path physiological states and advanced diagnostics support for specific areas. Students will have the opportunity to develop expertise in a specialized area by developing case studies and in-depth simulated rounds with patients within a specific population.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Nursing Practice

### **GNUR-738 Health Law for Health Prof (3)**

Addresses health care regulation and structural issues including how healthcare institutions are legally organized, accredited, and financed. Fraud and abuse, healthcare transactions, and care distribution are discussed. Healthcare access and financing issues include private health insurance, ERISA, COBRA, HIPAA, Medicare, and other third-party reimbursement. Regulatory issues will be explored focusing on the regulatory environment affecting advanced practice nurses and other healthcare professionals; also included will be licensing, staff privileges, peer review and practice recognition.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-740 Advanced Tech Clinical Mgt (3)**

This course includes an exploration of the advanced practice nurse's role in healthcare planning using current technologies and information systems. Healthcare informatics on the local, state, and federal levels will be explored. Ethical dimensions of informatics and the access to patient information will be discussed. The application of computer technology in healthcare and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Application of devices, software, and integration in clinical practice will be reviewed. Graded S/U.

**Attributes:** TGNU ZCLX ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-741 Clinical Scholarship Cap (6)**

Students will undertake a clinical scholarship project as part of their capstone course in the doctor of nursing practice program. The capstone project will include needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The capstone project will be developed in consultation with the student's capstone project committee.

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 S AND GNUR-715 C AND GNUR-721 S AND GNUR-723 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

### **GNUR-744 Grantsmanship/Health Profs (3)**

Grantsmanship is a skill necessary for health professionals in education, practice and research. This course is designed for those who have little or no experience in grantsmanship. This course reviews the various techniques, processes, and

procedures required in several venues of grant writing, contract submission, projects and gift giving. Funding agencies and organizations often encourage new ideas, solutions to new and old problems including unexpected problems and needs through the means of grants, contracts, demonstration projects and gifts. This course will identify potential funding sources and agencies, review specific requirements related to funding priorities of organizations, and offer practice in the various elements of grant writing.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice

**GNUR-751 Advanced CI Practicum (3)**

This course is designed for the Post-Baccalaureate DNP student. The course follows the completion of all family nurse practitioner or clinical nurse specialist clinical courses. The course supports the ongoing clinical learning and practice of the Post-Baccalaureate DNP student as she/he completes the program. The course offers the opportunity to practice nurse practitioner or clinical nurse specialist skills in preparation for the professional role of advanced and expert practice. The student will integrate concepts and theories of advanced practice into continuing clinical practice. The student will have the opportunity to practice alongside seasoned doctorally prepared nurse practitioners or clinical nurse specialists. In addition, the student will continue to prepare for national nurse practitioner or clinical nurse specialist board certification. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-682 C OR GNUR-688 C

**GNUR-796 Independent Study (1 TO 3)**

An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-701 C AND GNUR-715 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice



# M.S. in Mental Health Counseling

## Overview

Dr. Rachel Jordan, *Program Director*

## Mission

Building on the mission of St. John Fisher College, the Mental Health Counseling program's mission is to deliver personalized instruction to a diverse student body regarding essential counseling knowledge and skills, as well as to facilitate the development and enhancement of personal qualities and characteristics necessary to become an outstanding professional mental health counselor.

## Program Overview

The Mental Health Counseling program at St. John Fisher College educates students to provide therapeutic mental health interventions in the community. The program prepares students for work in community agencies, clinics, hospitals, managed behavioral healthcare organizations, outpatient mental health programs, residential treatment and rehabilitation settings, employee assistance programs, substance abuse treatment programs, colleges, and private practice. The program is designed to emphasize the strengths of individuals and families in order to facilitate recovery and resilience when faced with emotional, mental, or physical challenges. Students will develop a strong understanding of the psychological foundations of mental health and the related developmental issues. Diagnostic assessment, including both its strengths and limitations, is emphasized. The program offers two courses of study: one leads to a Master of Science (M.S.) in Mental Health Counseling; another leads to a Certificate of Advanced Study (CAS) in Mental Health Counseling.

In accordance with standards recommended by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and New York State requirements for licensure as a mental health counselor, the Master of Science (M.S.) curriculum focuses upon counseling areas such as professional identity, social and cultural diversity, human growth and development, helping relationships, career development, group work, assessment, research, program evaluation, and evidence-based intervention skills used in the practice of mental health counseling. Student learning is facilitated through a variety of teaching methodologies, including class discussions, role playing, small-group work, case-study analysis, community integration activities, and classroom simulations. Students also have the opportunity to apply this knowledge in supervised clinical settings. The Certificate of Advanced Study (CAS) curriculum is intended to build on the educational foundation of persons who already possess a master's degree in counseling or a related field and employs similar methods of training to help students meet the full educational requirements for licensure as mental health counselors in New York State.

## Admission Requirements

In addition to the materials and credentials outlined in the general admission requirements, the following are also required

### For the Master of Science degree program:

- References from individuals acquainted with the applicant's abilities.
- A satisfactory interview with the Admissions Committee of the Mental Health Counseling program.

(The main goal of the interview process is to determine the suitability of the candidate for the field of mental health counseling and for the specific program at St. John Fisher College.)

### For the Certificate of Advanced Study program:

- An earned master's degree, or higher, in Counseling or a related field from a regionally accredited college or university with a minimum GPA of 3.00 (evidenced by an official transcript from the master's-granting institution).
- Completion of master's-level academic course work that includes: human growth and development; social and cultural foundations of counseling; counseling theory and practice; group dynamics; assessment and appraisal of individuals, couples and groups; research and program evaluation; and lifestyle and career development; and clinical instruction in the form of a supervised practicum or fieldwork experience in a counseling setting as part of their graduate program.
- Work experience in the field of counseling (evidenced by a current resume).
- References from two individuals acquainted with the applicant's professional and/or academic abilities.
- A satisfactory interview with the Admissions Committee of the Mental Health Counseling program. (The main goal of the interview process is to determine the suitability of the candidate for advanced study to include a thorough review of the person's prior master's level course work, relevant counseling experiences and professional goals).

For more information regarding application and admission to the Mental Health Counseling program, please contact the Office of Graduate Admissions at **(585) 385-8161** or by email at [grad@sjfc.edu](mailto:grad@sjfc.edu).

For specific questions regarding the Master of Science or the Certificate of Advanced Study in Mental Health Counseling, please contact Dr. Rachel Jordan at [rjordan@sjfc.edu](mailto:rjordan@sjfc.edu) or **(585) 899-3858**.

## About the program

## Program Structure

### For the Master of Science degree

Students matriculating in the program leading to a M.S. degree may take courses on a full-time or part-time basis (see recommended sequence of courses). The program begins in the fall semester only. Students are required to complete 60 credit hours: 48 credits of coursework and 12 credits of fieldwork. The 60-credit program includes a supervised practicum experience with a minimum of 100 clock hours (3 credits) and a supervised internship with a minimum of 900 clock hours (9 credits). This application of counseling skills in community sites will allow students the opportunity to grow into effective mental health counselors while being supervised by experienced mental health practitioners.

As most placement sites provide services to clients during regular weekday business hours, it is important for students to plan ahead for the time commitment that is required to complete the practicum and internship. It is generally not possible to complete these critical program components in the evening or on weekends. The typical internship requires 20 hours per week at the agency site. Each field experience entails working in approved clinical sites under the direction of qualified site supervisors and faculty instructors. Readiness for placement in a clinical setting is based on a student's satisfactory completion of prerequisite academic courses (minimum GPA of 3.00) and the determination by faculty that the student demonstrates personal qualities that are widely accepted in the counseling profession as the foundation of effective counseling. These qualities include, but are not limited to, flexibility, respectfulness, receptivity to feedback, capacity to listen, appropriate self-disclosure, organization, reliability, commitment to excellence and wellness, and professional integrity. They are measurable and observable in the attitudes and behaviors demonstrated by students in written assignments, classroom discussions, peer group projects, role-plays, and interactions with faculty, staff, and other students.

In the semester prior to anticipated placement in a clinical setting, faculty members familiar with the student will evaluate her or his performance on these qualities. Students who meet the criteria will be recommended for placement. Students who demonstrate evidence of deficiencies will have the opportunity to develop and implement a plan, with the aid and support of faculty, to demonstrate improvement. Students who fail to improve will not be allowed to continue in the program but will be encouraged to consult with their faculty advisor regarding alternative educational, training, or employment activities.

### **For the Certificate of Advanced Study**

Students matriculating in the CAS program follow a part-time schedule (see recommended sequence of courses) and begin in the Fall semester only. Because they will have already completed academic and fieldwork courses in counseling at the master's level, the program is designed to build on that foundation by providing instruction in content areas that are specific to the practice of mental health counseling. The basic program entails a total of 18 credit hours: 12 credits of coursework and 6 credits of supervised internship that require a minimum of 600 clock hours providing mental health counseling services in an approved clinical setting under supervision. Students in the CAS attend classes with students in the master's cohort. Similar to the master's-level students, CAS students need to plan ahead to be able to complete their internship requirement at agencies that typically operate during regular weekday business hours. It is generally not possible to complete all hours in the evening or on weekends. The typical internship requires 20 hours per week at the agency site.

Because the Certificate program is intended to prepare students to meet the full educational requirements for licensure as a Mental Health Counselor in New York state, a critical part of the evaluation and admission process is a thorough review of all master's-level coursework previously taken for the purpose of determining if the applicant has successfully completed coursework in the content areas described in the Admission Requirements. Applicants who lack the specified requirements, may be admitted with the expectation that they successfully complete ("B" grade or better) coursework that addresses these requirements in addition to the requirements in the CAS curriculum. In the event that the applicant has completed one or more courses included in the CAS curriculum, including having satisfied part or all the internship requirement, these courses will not need to be repeated unless the applicant earned less than a "B" grade (academic courses) or "Satisfactory" grade (internship courses). If the Admissions Committee, working under the direction of the Program Director, cannot determine whether an applicant meets all of the admission requirements as outlined and/or has successfully completed one or more course that is required in the CAS curriculum, the applicant will be advised to submit relevant information to the Office of Professions of the New York State Education Department requesting a formal determination. The resultant determination will be used in establishing a course of studies for the student if he/she meets the other requirements for admission. However, a student will be required to successfully complete a minimum of 15 credit hours in the St. John Fisher College program to be granted the Certificate of Advanced Study. Therefore, if needed, students may select courses from the 60-hour Master of Science in Mental Health Counseling program that are not equivalent to courses already taken in their master's program in order to satisfy the 15 credit hour minimum.

## **Knowledge and Skills**

The content areas of knowledge and skill are based on CACREP standards and New York State requirements for licensure as a mental health counselor. We also value, and demonstrate through our pedagogy, these knowledge and skill areas:

- Self-knowledge.
- Clarity of written and oral communication.
- A balance of theory and practice.
- The demonstrated ability to apply knowledge to practice.
- Both the knowledge and use of empirically supported treatment modalities.

## **Personal Qualities and Characteristics**

The Mental Health Counseling program further seeks to facilitate the development and enhancement of personal qualities and characteristics in students which create a foundation for the successful practice of counseling:

- Flexibility and adaptability.
- Respectfulness of others including diverse populations.
- Receptivity to feedback.
- Capacity to listen and attend.

- Appropriate self-disclosure.
- Clarity of communication.
- Capacity for organization.
- Reliability and follow-through.
- Genuineness.
- Empathy, warmth, and caring.
- Confidence balanced with humility.
- Commitment to excellence.
- Professional integrity.
- Ability to balance multiple life expectations and commitment to wellness.
- Sense of humor.

There are numerous specialty areas in the profession of mental health counseling. At the present time, the Mental Health Counseling program at St. John Fisher College has developed a focus on the treatment of adults and children in a variety of community and behavioral health settings. Other elective areas are under consideration.

## Professional Standards

The M.S program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). However, CACREP does not accredit non-degree programs such as certificate programs that are designed to for students seeking to satisfy a state's licensing requirements. In providing counselor training opportunities to all of its students the Mental Health Counseling Program adheres to the professional standards and ethical guidelines of the American Counseling Association, the American Mental Health Counseling Association, and the National Board for Certified Counselors. Both the M.S. and CAS are also registered with the New York State Education Department, Office of Higher Education. Rules of the Board of Regents, such as those defining good moral character and unprofessional conduct, are followed. Thus, decisions about admissions and continued enrollment in this program are consistent with CACREP standards, the ethical guidelines of the profession, the laws of New York State, and the policies of St. John Fisher College.

Professional standards, state rules, and ethical guidelines acknowledge counselors' responsibility to society and are mechanisms for accountability. Personal or professional conduct that is inconsistent with these standards, rules, and ethical guidelines, as well as with those cited in the Student Code of Conduct, may prohibit an applicant from being admitted into the Mental Health Counseling program. Students enrolled in the Mental Health Counseling program are expected to exhibit personal and professional conduct that is consistent with these standards, rules, ethical guidelines, and/or policies of St. John Fisher College both in the college setting and while working in practicum and internship sites. Students found to be in violation of these standards, rules, or guidelines will face appropriate action, which may include dismissal from the program and/or College.

## Learning Outcomes

### Learning Objectives

Upon graduation, the successful student in the Mental Health Counseling program will be able to:

- Demonstrate professional skills and personal qualities required for working as an effective counselor in an interdisciplinary mental health setting.
- Demonstrate a variety of differential diagnostic assessment skills consistent with the most current diagnostic manual.
- Demonstrate the ability to use a diverse range of evidence-based intervention strategies.
- Develop appropriate intervention plans based upon knowledge of culturally relevant variables in client care, including ethnicity, religion, socioeconomic levels, gender, sexual orientation, and disability status.
- Demonstrate professional behavior consistent with ethical guidelines of Mental Health Counseling professional organizations and regulatory agencies.

## Program Requirements

### Curriculum

It is recommended that students have completed undergraduate courses in Abnormal Psychology, Developmental Psychology, Research Methods, Theories of Personality, Statistics, and Tests and Measurement.

### Required Courses

GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 510	Counseling Theories and Strategies	(3)
GMHC 515	Process of Counseling Clients from Diverse Backgrounds	(3)
GMHC 520	Assessment in Counseling	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
GMHC 530	Treatment Planning and Intervention	(3)

GMHC 535	Group Theory and Process	(2)
GMHC 536	Group Activity	(1)
GMHC 550	Counseling Practicum	(3)
GMHC 575	Research and Program Evaluation	(3)
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
GMHC 590	Assessment & Intervention of Childhood & Adolescent Disorders	(3)
GMHC 600	Family and Partner Counseling	(3)
GMHC 603	Human Development in Counseling	(3)
GMHC 610	Adult Lifestyle and Career Counseling	(3)
GMHC 620	Crisis and Trauma Counseling	(3)
GMHC 630	Substance Abuse Counseling	(3)
GMHC 650	Counseling Internship	(9)
GMHC XXX		(3)
<b>Total</b>		<b>(60)</b>

#### Required Courses for the Certificate of Advanced Study

GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
GMHC 650	Counseling Internship	(6)
<b>Total</b>		<b>(18)</b>

#### Recommended Progression

#### Full-time Students, Beginning Fall 2012\*

##### YEAR 1

Fall		
GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 510	Counseling Theories and Strategies	(3)
GMHC 520	Assessment in Counseling	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
Spring		
GMHC 515	Process of Counseling Clients from Diverse Backgrounds	(3)
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	(3)

GMHC 535	Group Theory and Process	(2)
GMHC 536	Group Activity	(1)
<b>Summer</b>		
GMHC 603	Human Development in Counseling	(3)
GMHC 550	Counseling Practicum	(3)
<b>Total</b>		<b>(30)</b>

## YEAR 2

<b>Fall</b>		
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
GMHC 575	Research and Program Evaluation	(3)
GMHC 620	Crisis and Trauma Counseling	(3)
GMHC 650	Counseling Internship	(3)
<b>Spring</b>		
GMHC 600	Family and Partner Counseling	(3)
GMHC 610	Adult Lifestyle and Career Counseling	(3)
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	(3)
GMHC 650	Counseling Internship	(3)
<b>Summer</b>		
GMHC 6XX	Elective	(3)
GMHC 650	Counseling Internship	(3)
<b>Total</b>		<b>(30)</b>

*\*Courses are subject to change.*

## Part-Time Students, Beginning Fall 2012\*

### YEAR 1

<b>Fall</b>		
GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 510	Counseling Theories and Strategies	(3)
<b>Spring</b>		
GMHC 515	Process of Counseling Clients from Diverse Backgrounds	(3)
GMHC 535	Group Theory and Process	(2)
GMHC 536	Group Activity	(1)
<b>Summer</b>		
GMHC 575	Research and Program Evaluation	(3)

GMHC 603	Human Development in Counseling	(3)
Total		(18)

## YEAR 2

Fall		
GMHC 520	Assessment in Counseling	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
Spring		
GMHC 530	Treatment Planning and Intervention	(3)
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	(3)
Summer		
GMHC 550	Counseling Practicum	(3)
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
Total		(18)

## YEAR 3

Fall		
GMHC 600	Family and Partner Counseling	(3)
GMHC 620	Crisis and Trauma Counseling	(3)
GMHC 650	Counseling Internship	
Spring		
GMHC 610	Adult Lifestyle and Career Counseling	
GMHC 630 or 590	Substance Abuse or Assessment & Intervention of Childhood & Adolescent Disorders	
GMHC 650	Counseling Internship	(6)
Summer		
GMHC 6XX	Elective	
GMHC 650	Counseling Internship	(6)
Total		(24)

*\*Courses are subject to change.*

## Recommended Progression for Certificate of Advanced Study

### Part-Time only, Beginning Fall 2012\*

Fall		
GMHC 500	Mental Health Counseling as a Profession	(3)
GMHC 525	Psychopathology and Differential Diagnosis	(3)
Spring		



GMHC 530	Treatment Planning and Intervention	(3)
GMHC 650	Counseling Internship	(3)
<b>Summer</b>		
GMHC 585	Biological Foundations of Behavior and Psychopharmacological Interventions	(3)
GMHC 650	Counseling Internship	(3)
<b>Total</b>		<b>(18)</b>

*\*Courses are subject to change.*

## Courses

### **GMHC-500 Mental Health Counseling (3)**

This course examines the historical movement and professional evolution of the mental health counseling profession, including requirements for licensure. Because effective practitioners must maintain currency in the daily implementation of their skills, the course also explores both contemporary and continuing issues such as ethics, legalities, personal values, consultation and accountability. Included in the course will be lectures, videotapes, group discussions, guest speakers, and the sharing of student research projects. A mandatory training session on the identification and reporting of child abuse and neglect is included.

**Attributes:** TGMH ZCLX

### **GMHC-510 Counseling Theories (3)**

This course is the first in a series of counseling courses that are intended to lead to a successful placement and experience in an internship site. This course focuses on an introduction to counseling theories and strategies from a variety of theoretical perspectives. The main focus will be on facilitating the new student's awareness of the different evidence-based intervention strategies. Emphasis will be on developing strategies that match the client's needs and are consistent with the therapist's style.

**Attributes:** TGMH

### **GMHC-515 Process of Counseling (3)**

This course focuses on the process of counseling, with a primary emphasis on the development of cultural self-awareness, knowledge, and skills regarding working with clients from diverse backgrounds in order to become a culturally responsive therapist. The American Counseling Association's multicultural competencies for counselors will be used as part of this course.

**Attributes:** TGMH ZEXL

**Prerequisites:** GMHC-510 C

### **GMHC-520 Assessment in Counseling (3)**

This course reviews the basic assessment procedures and tests used in assessment by mental health counselors. Students will learn how to select, evaluate, and interpret scores on tests of cognitive ability, memory, individual and academic achievement, personality, and social and emotional functioning. In addition, students will learn to administer tests commonly used in the practice of mental health counseling. An introduction to issues and strategies for behavioral assessment, suicide and lethality assessment, psychosocial assessment, and mental status exam through interviewing strategies and practice will also be covered, with emphasis on integrating a variety of assessment tools and culminating in oral and written reports.

**Attributes:** TGMH ZEXL

### **GMHC-525 Psychopathology&Diagnosis (3)**

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders. These strategies will help students develop skills in differential diagnosis for use in treatment planning. Advanced awareness of the DSM-IV-TR and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

**Attributes:** TGMH

**Restrictions:** Including: -Program: Cert: Mental Health Counseling, MS Mental Health Counseling

### **GMHC-530 Treatment Plan&Interventn (3)**

This course integrates assessment and diagnosis of psychological disorders with the development of appropriate treatment plans and interventions to facilitate therapeutic changes in clients. Students will be introduced to several research-based (evidence-based) treatment strategies to treat commonly encountered psychological disorders in settings where mental health counselors work. The course will focus on: (1) integrating evidence-based practices with a relational/humanistic orientation to the client change process; (2) practicing interview methods to identify symptoms (cognitive, emotional, and behavioral) for change, while being sensitive to multicultural differences; (3) identifying appropriate goals, objectives, and specific treatment methods that are consistent with evidence-based practices; (4) describing and demonstrating, as appropriate, the protocols that are used to treat individuals with different diagnoses; and (5) learning about the elements of formal treatment plans and how to review them for efficacy and make relevant changes in response to emerging client needs.



**Attributes:** TGMH ZCLX

**Prerequisites:** GMHC-500 C AND GMHC-510 C AND GMHC-520 C AND GMHC-525 C

### **GMHC-535 Group Theory & Process (2)**

This course is a review of current theory and research on group counseling and the application of these concepts to real-life groups. In this course, students will analyze behavior as applied to group dynamics. Among the topics covered are group formation, cohesion, conformity and influence, leadership, group performance, decision-making, conflict, and groups as agents of change. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative situations is emphasized.

**Attributes:** TGMH

**Prerequisites:** GMHC-510 C AND GMHC-536 Y S

### **GMHC-536 Group Activity (1)**

This course is taken simultaneously with Group Theory and Process (GMHC 535). The course will integrate theories of group process with practices of group counseling in an experiential format. A wide variety of techniques and skills used in group therapy will be introduced. Graded S/U.

**Attributes:** TGMH

### **GMHC-550 Counseling Practicum (3)**

This course is the first opportunity for students to apply their skills in a mental health setting by providing counseling services to clients under the supervision of a faculty instructor and a site supervisor. The settings offered for practicum will be based on the needs and interests of students and the availability of qualified supervisors. The student will spend 100 clock hours during the semester on-site. It is expected that a minimum of 40 hours will be spent providing direct clinical service in both individual and group counseling sessions. Students will receive at least one hour of weekly individual supervision from a faculty instructor and 1.5 hours of group supervision per week from program faculty. The supervised counseling sessions will facilitate each student's personal and professional growth. Feedback from the site supervisor and the faculty member will help students to identify strengths and areas needing improvement that will be further developed in their internship. Graded S/U.

**Attributes:** TGMH ZCIV

**Prerequisites:** GMHC-515 C AND GMHC-530 C AND GMHC-535 C AND GMHC-536 S

### **GMHC-575 Research & Prog Eval (3)**

This is a hands-on applied research methods course. The purpose of this course is to provide the student with the skills to understand the research process and techniques and to evaluate a program. During this course, students gain in-depth knowledge of evaluation by (a) first reading about it and then (b) conducting their own research/evaluations. Each student will participate in an evaluation project. The goal is to facilitate students' progression from educated researcher to beginning evaluator.

**Attributes:** TGMH ZCIV

### **GMHC-585 Psychopharm Intervention (3)**

This course provides an overview of the central nervous system, neural communication, the neurobiology of mental disorders, basic principles of pharmacology, and the pharmacotherapy of mental disorders. Students will learn the use and side effects of the major classes of psychotropic medications and how to combine them with psychosocial interventions. Related topics include herbals and supplements, other somatic treatments, consideration of gender-specific issues in psychopharmacology, and an understanding of basic lab abnormalities. Students will develop a knowledge base and practical skills that will facilitate collaboration with prescribers and other professionals in a multidisciplinary team setting in order to promote the health and recovery of their clients.

**Attributes:** TGMH

**Prerequisites:** GMHC-525 Y C

### **GMHC-590 Child & Adol Disorders (3)**

This course will review advanced assessment and treatment processes used by mental health counselors who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a psychological report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

**Attributes:** TGMH ZCLX

**Prerequisites:** -

**Restrictions:** Including: -Program: Cert: Mental Health Counseling, MS Mental Health Counseling

### **GMHC-600 Family&Partner Counseling (3)**

This course will introduce students to the history and evolution of the field of family therapy and the various traditional and contemporary models of family therapy used by family and couples counselors. Integrative and evidence-based strategies designed to help families and couples facilitate resolution of their challenges will be presented using a variety of methods, including live demonstration, case study and video analysis. In addition, students will be able to explore a variety of contemporary topics in family therapy, including divorce, cultural issues, substance abuse, and pertinent ethical and professional issues relevant to the practice of family and partner counseling.

**Attributes:** TGMH ZEXL

**Prerequisites:** GMHC-510 C

### **GMHC-603 Human Dev in Counseling (3)**

This course presents an overview of human growth and development based upon a lifespan approach that provides an understanding of the nature and needs of individuals at all developmental levels, from infancy through advanced age. Emphasis is placed upon using developmental theory as a means for understanding the counseling process.

**Attributes:** TGMH ZRES

### **GMHC-605 Human Sexuality/Counseling (3)**

Knowledge of normal sexual development and sexual dysfunctions are important for the professional mental health counselor. This course will cover sociocultural foundations of the study of sexuality, basic anatomy and physiology, major sexual dysfunctions and disorders, diagnosis and treatment, and the counselor's role.

**Attributes:** TGMH ZCLX

**Prerequisites:** GMHC-510 C

### **GMHC-610 Adult Career Counseling (3)**

This course is designed to focus upon adult development including career choices and family dynamics. The role of work in people's lives often creates challenges in terms of living arrangements and family systems. Students will explore the issues in counseling adults with challenges related to the work setting. Students will learn to identify and use assessment strategies related to career choice, apply counseling theories to issues revolving around careers, and facilitate clients' goals and choice of appropriate career pathways. Additional fees apply.

**Attributes:** TGMH ZCLX

**Prerequisites:** GMHC-510 C

### **GMHC-615 Counseling the Older Adult (3)**

Students will gain knowledge of the needs of older adults for mental health services and of ways to work successfully with them utilizing basic competencies in gerontological counseling. Students will explore issues faced by older adults and their families and will learn to apply fundamental counseling strategies to this population. We will analyze the lives of older adults within frameworks of social institutions and race, class, and gender. Through practice with older adults, students will have the opportunity to learn by doing.

**Attributes:** TGMH

**Prerequisites:** GMHC-510 C

### **GMHC-620 Crisis & Trauma Counseling (3)**

This course is designed to help students acquire an understanding of the theory and practice of counseling individuals in a crisis and/or intervening to address sequelae of traumatic experiences. Models of crisis assessment and intervention will be presented with emphasis on a developmental-ecological approach. Core counseling skills that are critical to an effective response to crises will be reviewed along with evaluation of an individual's response in terms of diagnostic criteria for relevant mental disorders. Suicide and homicide assessment and intervention will be covered in detail. Crisis assessment and intervention will be guided by examining examples (scenarios) in the life of individuals who have encountered, or are currently dealing with, situations including, but not limited to, sexual assault, relationship violence, loss and bereavement, natural disasters, military combat, and terrorism.

**Attributes:** TGMH

**Prerequisites:** GMHC-515 C

### **GMHC-630 Substance Abuse Counsel (3)**

The primary goals of the course are to acquire a fundamental understanding of the biopsychosocial context of substance use disorders and to learn counseling competencies that are based in theory and are associated with positive treatment outcomes. The topics addressed include the nomenclature (language) of addiction and recovery, information about the physical effects of the major drugs of abuse, approaches to assessment and diagnosis of substance use disorders, treatment planning and models of treatment intervention that are tied to identified client needs, multicultural counseling issues, the role of the family in treatment, self-help programs, and working with special populations. A major emphasis in this course is learning about Motivational Interviewing and the application of the Transtheoretical Model of Change to substance abuse counseling. The methods that will be used to impart knowledge and acquire and practice skills include reading assignments, didactic instruction, role-play and

demonstrations, video presentations, and interactions with persons in recovery and with professionals in the field.

**Attributes:** TGMH ZCLX

**Prerequisites:** -

### **GMHC-632 ATOD Topics for Counselors (3)**

This course will address key topics pertaining to the use, abuse and dependency on alcohol, tobacco and other drugs (ATOD) to promote understanding of factors that underlie prevention and treatment of addiction. It seeks to broaden the student's knowledge of historical facts about ATOD to include social, cultural and political influences on use as well as etiological models that have been advanced to explain dependence and addiction. This course will also examine topics that pertain to physical and pharmacological effects of drugs of abuse, medical diseases and conditions associated with abuse and provide an overview of approaches that are considered to be effective in screening, evaluating and treating addiction to ATOD. Finally, this course will cover approaches to family and community education and prevention to encourage wellness and increase understanding of addiction.

**Attributes:** TGMH

### **GMHC-634 Animal Assisted Psychother (3)**

Animals have been aids to humans for centuries. In our modern times we have now chosen to utilize them as helpers in the psychotherapeutic process. While much of the research on animal assisted therapy is qualitative and full of personal description, researchers are now beginning to study the use of animals in a quantitative manner. Research with animals as psychotherapy assistants suggests that humans show signs of reduced stress, fear and anxiety, and increased calmness and comfort when the right animal is present. Animal assisted therapy, as a complementary therapy, has been beneficial to both children and adults in individual and group settings. This course will cover the foundations of animal assisted mental health and psychotherapy with an emphasis on equine and canine assisted approaches. The basic skills and knowledge necessary to incorporate animal assisted methods in your practice will be gained by participation in this course. Credit toward certification in equine assisted psychotherapy may also be possible.

**Attributes:** TGMH

### **GMHC-636 Neurology in Counseling (3)**

This course will enable students to gain an understanding of how the different regions of the brain function and influence emotional states. Students will be exposed to the latest research in the neurosciences which relate to the formation neural pathways and how normally healthy pathways can get distorted in predictable ways related to specific mental disorders. The course will summarize advances in the neurosciences and how these findings can be applied to those assisting individuals with medical, mental health and/or substance use needs to inform more effective clinical interventions. Additionally, the role of motivation, attachment, trauma, parental consistency, and need fulfillment will be explored to help practitioners better understand and facilitate change on a physiological level. The goal is to share these findings in language students can understand, to clearly illustrate the interactions of the various brain mechanisms and to contrast unhealthy vs. healthy brain functioning. A biopsychosocial perspective will benefit those interested in the integration of physical health, mental health, and substance use needs to guide interventions and reduce stigma through the normalization of disorders via an increased understanding of physiology and neurology.

**Attributes:** TGMH

### **GMHC-650 Counseling Internship (3 TO 12)**

The internship is the post-practicum "capstone" clinical experience of the program in which students, under the supervision of a qualified site supervisor, are expected to refine and enhance their assessment and counseling skills in the delivery of evidence-based treatment services to individuals, groups, couples, and families. The 18 credits of internship typically extend over three semesters with students spending a total of 900 clock hours in clinical settings, of which a minimum of 360 hours must be spent in providing direct service. In the typical sequence, students enroll in six credit hours of internship in a semester and spend 300 clock hours at the agency site. Individual supervision sessions conducted by the site supervisor will occur one hour per week, and students will attend group supervision facilitated by a faculty member 1.5 hours per week throughout the internship. The internship will typically be completed in two different settings, one of which will be in the same setting as the practicum, in order to expose students to a broad range of clinical populations and mental health delivery systems. The experience will be designed in a way that students gradually gain the knowledge, skills, and confidence to work more independently so that, upon graduation, they can function autonomously within the mental health setting of their choice. Graded S/U.

**Attributes:** TGMH ZCIV

**Prerequisites:** GMHC-550 S

### **GMHC-675 Thesis (3)**

This elective course is designed to prepare those students who plan to continue in academic settings. Students will engage in independent research of the topic of their choice. Students will be expected to develop a research question, review the associated literature, conduct an independent investigation into the topic, and prepare a scholarly paper and oral presentation of their results. Permission of the instructor required for registration.

**Attributes:** TGMH ZRES

**Prerequisites:** GMHC-575 C

# M.S. in Nursing

## Overview

Dr. Colleen Donegan, *Program Director*

## Mission of the Wegmans School of Nursing Graduate Program

The mission of the educational programs leading to the Master of Science in Nursing at St. John Fisher College is to provide a stimulating milieu of academic and clinical excellence that challenges the professional nurse to acquire the theoretical and clinical scholarship needed to assume expanded nursing roles in interdisciplinary health care and/or academic settings upon graduation.

The school offers the following degree programs at the master's level:

- Primary Care Family Nurse Practitioner (PCFNP), which qualifies the graduate to seek certification and employment as a Family Nurse Practitioner.
- Adult/Gerontology Clinical Nurse Specialist (AGCNS), which qualifies the graduate to seek certification as a Clinical Nurse Specialist in the Adult/Gerontology clinical specialty.
- Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP) which qualifies the graduate to seek certification and employment as a Nurse Practitioner in the Primary Care specialty.
- Adult/Gerontology Acute Care Nurse Practitioner (AGACNP) which qualifies the graduate to seek certification and employment as a Nurse Practitioner in the Acute Care specialty.
- Psychiatric Mental Health Nurse Practitioner (PMHNP) which qualifies the graduate to seek certification and employment as Psychiatric Mental Health Nurse Practitioner.

Post master's certificate are available in all five certification areas noted above.

Study of any of these programs prepares the student to continue on to doctoral study, if that is a career goal. The Wegmans School of Nursing offers the **Doctor of Nursing Practice** degree program, which builds upon the master's programs.

## Admission Requirements

Applicants who present satisfactory evidence of their ability to perform at the graduate level are considered for admission to the graduate nursing program at St. John Fisher College. The Enrollment Management Committee of the graduate nursing program and the graduate program director judge the qualifications of the applicants.

In addition to the materials and credentials outlined in the general admission requirements, the following are required:

- Two letters of recommendation must be submitted by individuals who are qualified at the master's or higher level in nursing. Please ask these individuals to note their highest degree with their signature.
- Official transcript showing completion of a baccalaureate degree in nursing from a nationally accredited program.
- Evidence of current licensure as a registered professional nurse in New York (copy of the registration certificate from the University of the State of New York Education Department Office of the Professions).
- Official transcript indicating an undergraduate GPA of a minimum of 3.3. Due to a large applicant pool, only exceptional students with a GPA between 3.0 and 3.3 will be considered for admission.
- Official transcript indicating successful completion of undergraduate courses in statistics, nursing research, and undergraduate health assessment (physical examination) with grades of "B" or higher.
- A completed Health History and Immunization form submitted to the College Health and Wellness Center. Health information must be current and valid for the academic year in which the student intends to enter St. John Fisher College. Prior to beginning their first clinical course, students must document and maintain current CPR certification and submit the passing score achieved on the hospital R.N. Medication Administration Competency exam. Students will not be assigned a preceptor until they are in compliance with all of these clinical documentation expectations.
- Completion of the Graduate Record Examination (GRE) is optional; taking the GRE may strengthen a graduate application.
- Post-master's certificate students must present evidence (official transcript) of completion of a master's degree in nursing from a nationally accredited program.

For more information regarding application and admission to the nursing program, please contact the Office of Graduate Admissions at **(585) 385-8161** or by email at [grad@sjfc.edu](mailto:grad@sjfc.edu).

For specific information regarding the Master of Science in Nursing, please contact the program director, Dr. Colleen Donegan, at **(585) 899-3788** or [cdonegan@sjfc.edu](mailto:cdonegan@sjfc.edu).

Scholarships are available for full- or part-time study.

## About the program

The rapidly changing health care environment requires increased numbers of master's-prepared nurses who are equipped to creatively participate in multidisciplinary planning for productive practice environments that achieve high-quality measurable outcomes. Master's degree prepared nurses also formulate patient care models that promote professional nurse autonomy and clinical decision-making.

The graduate nursing programs are based on the values of St. John Fisher College, the Wegmans School of Nursing philosophy, and the American Nurses Association Standards of Practice and Code of Ethics. The curriculum is also guided by educational recommendations from the American Association of Colleges of Nursing (AACN), the National Association of Clinical Nurse Specialists (NACNS), the National Organization of Nurse Practitioner Faculties (NONPF), ANA Scope and ANCC certification requirements. The curriculum reflects a commitment to the fundamental nature of nursing, which is professional caring for people by providing compassionate, holistic, evidence-based nursing care to diverse populations.

The faculty of the Wegmans School of Nursing is committed to working with the individual needs of the adult learner in planning a program of study that promotes personal balance while successfully completing requirements for the Master of Science in Nursing degree. Nursing faculty values students' diversity in perspectives, experiences, and learning styles and anticipates that students will engage in self-directed, interactive learning that is characterized by integrity, initiative, and interpersonal growth. The Master of Science in Nursing programs build on the students' undergraduate education in the liberal arts, the sciences, and the discipline of nursing. The curriculum affords students the opportunity to broaden their commitment to nursing excellence through the integration of professional and personal values in their new role development.

Graduates of the Master's programs are employed in roles consistent with their area of study and are highly respected for their leadership in health care. Students are well prepared for new, expanded roles through dynamic, interactive classroom experiences, as well as through precepted experiences with highly qualified nurses who are certified and practicing in specialties congruent with coursework.

In addition to core course requirements, students in the Nurse Practitioner programs engage in a total of 600 clinical-precepted hours; students in the Clinical Nurse Specialist program engage in a total of 500 clinical-precepted hours of practice. The undergraduate and graduate nursing programs are currently accredited by the Commission on Collegiate Nursing Education (CCNE), an affiliate of the American Association of Colleges of Nursing.

Commission on Collegiate Nursing Education  
One Dupont Circle, NW, Suite 530  
Washington, D.C. 20036-1120  
Phone: (202) 887-8476  
Website: [www.aacn.nche.edu](http://www.aacn.nche.edu)

## Accelerated Opportunity: B.S. to M.S. Option

Current St. John Fisher College nursing students may petition to complete graduate-level coursework during their senior year of undergraduate study. This offers an accelerated approach for qualified traditional baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The accelerated options allow specific graduate-level courses to be taken and for one course to fulfill a designated undergraduate requirement. This shortens graduate degree requirements without compromising didactic and clinical learning experiences in the undergraduate program. Students may take advantage of one or both accelerated options.

**Note:** Approval to take graduate courses **does not guarantee** admission to the M.S. programs. Students who wish to continue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the *Office of Graduate Admissions* for more information.

Students beginning their study of nursing at St. John Fisher College follow the curriculum of the Traditional Nursing B.S. program. They may petition to take courses in the graduate program after all 300-level undergraduate courses have been completed with a GPA in Nursing of 3.30 or higher. Students interested in an accelerated option should consult with their advisors and the graduate program director during their junior year at St. John Fisher College for more information and to obtain the appropriate registration paperwork. Approved traditional baccalaureate students may pursue one or both of the following options:

### First Semester Senior Year (S1)

Choose **ONE** of:

GNUR 505 Family Health for APN's  
GNUR 506 Population Health & Epidemiology (2)  
GNUR 507 Health Policy (2)  
GNUR 508 Healthcare Delivery Systems (2)

–AND/OR–

### Second Semester Senior Year (S2)

GNUR 509 Professional and Systems Leadership (3) –in place of–  
NURS 446 Nursing Leadership & Patient-Centered Care III, and lab (3)

### Enrollment Status

One of: GNUR 505, 506, 507, or 508 is taken along with other required undergraduate nursing courses during the first semester of the senior year. This course is posted as graduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program.

GNUR 509 *Professional and Systems Leadership* (3) is taken during the second semester of the senior year. Students who successfully complete GNUR 509 will not take NURS 446 *Nursing Leadership and Patient-Centered Care III and lab* (3). The graduate course is posted as undergraduate credit, and there is no additional charge for this course as long as the student is full-time in the undergraduate B.S. Nursing program. The graduate course is added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.



## Accelerated Opportunity: RN to BS to M.S. Option

Current St. John Fisher College RN to BS Online students may petition to complete graduate-level coursework during their undergraduate study. This offers an accelerated approach to R.N. baccalaureate students who wish to pursue graduate study at the Wegmans School of Nursing. The fast track options allow specific graduate-level courses to fulfill designated undergraduate requirements. This shortens graduate degree requirements without compromising didactic and clinical learning experience. Students may take advantage of one or both accelerated options.

**Note:** Approval to take graduate courses **does not guarantee** admission to the M.S. programs. Students who wish to pursue their graduate studies at Fisher must complete the application process for graduate admissions. Please contact the Office of *Graduate Admissions* for more information.

Students follow the curriculum of the RN to BS Online program and substitute two graduate courses for undergraduate nursing courses. Students with a Nursing GPA of 3.30 or higher may petition to take graduate courses after completing four undergraduate RN to BS courses, by submitting the Petition for Graduate Courses form. Students interested in the fast track options should consult with their academic advisors and the graduate program director as early as possible during their studies at St. John Fisher College. Approved students may pursue one or both of the following options:

- GNUR 507 Health Policy (2) – **and**– GNUR 508 Healthcare Delivery Systems (2)\*  
in place of NURS 458 Contemporary Professional Issues (4)

### –AND/OR–

- GNUR 543 Advanced Pathophysiology (3)  
in place of NURS 459 Capstone Professional Portfolio (3)

*\*If only one of these 2-credit courses is successfully completed, the student will be required to take NURS 458 Contemporary Professional Issues, and the graduate course will not be posted as undergraduate credit on the student's academic record. The completed graduate course will be added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.*

### Enrollment Status

GNUR 507 Health Policy (2) and GNUR 508 Healthcare Delivery Systems (2) (when both are completed) and GNUR 543 Advanced Pathophysiology (3) are posted as undergraduate credit on the student's academic record, and there is no additional charge for these courses for students in the undergraduate RN to BS Online nursing program. The graduate courses are added to the student's graduate transcript at the end of the first semester of graduate study at the Wegmans School of Nursing.

## Progression Policy

Students matriculating in to the Wegmans School of Nursing graduate program must achieve a grade of B (84-86) or higher in GNUR 503, 504, 543, 570, 571, and all clinical courses in order to progress to the next course. If a student does not achieve a grade of B on the first attempt, the student may re-take the course once. If the student does not achieve a grade of B on the next attempt, the student will not be allowed to progress in the program.

## Clinical Learning Experiences

The graduate student completes all clinical courses as precepted practicum experiences. The NP programs have a total of 600 clinical hours; the CNS program has a total of 500 clinical hours. Due to the demand for preceptors, the Wegmans School of Nursing cannot permit students to take more than one clinical course/semester. It is the policy of the graduate nursing program that the student's clinical learning experiences are separate and apart from his or her position of employment. Precepted clinical experiences are in a wide variety of health care agencies. Students are required to sign a formal attestation form which communicates their understanding of the clinical placement process.

In each clinical course, students must be rated as "competent" by the clinical preceptor and faculty site visitor in order to successfully complete the course. Failure to be rated "competent" at the final clinical evaluation will result in a grade of "U" or "F" for the course. Clinical failure can be due to unsatisfactory professional behavior or lack of clinical competence. Earning a grade of "U" or "F" in **more than one graduate course** will result in dismissal of the student from the graduate program. The grade of "U" is equivalent to a course failure.

**Note:** At least 50 percent of the clinical hours for Primary Care program students must be in primary care settings.

### Learning Outcomes

## Program Outcomes

Upon completion of the Master of Science in Nursing programs, the graduate is prepared to:

- Synthesize knowledge from nursing and related disciplines to design, implement, and evaluate health services, educational offerings, program resources, and research. (Knowledge)
- Engage in multidisciplinary communication to facilitate intervention systems, scientific inquiry, education, and collaboration/negotiation that will positively influence health care outcomes. (Communication)
- Provide and advocate for compassionate, high-quality, cost-effective, holistic nursing care in diverse settings within communities and health systems. (Holism)

- Use evidence-based intervention and educational strategies to promote, maintain, and restore health, or provide end-of-life care. (Praxis)
- Integrate into role implementation the legal principles and the professional and ethical values essential to nursing. (Professional Values)
- Serve as a leader in advancing health care by promoting expert nursing practice and education through collegial relationships. (Role)
- Promote practice and education models that are respectful of diversity and pluralism and are based on knowledge of the policies and political issues that influence outcomes of care. (Diversity)
- Develop a personal practice model which incorporates a commitment to lifelong learning and the advancement of the art and science of nursing. (Lifelong Learning)
- Engage in the development of contemporary nursing strategies and models which reflect emerging nursing practice. (Praxis)

## Program Requirements

### Curriculum

The faculty of the Wegmans School of Nursing implemented a new curriculum beginning fall 2015 for all new students. Continuing students will either complete the previous curriculum or transition to the new curriculum, based on remaining courses and student preference.

The Master of Science in Nursing offers five areas of study/practice/role development. All students are required to complete a minimum of 20 credit hours of core coursework, including one of the capstone options. Courses are offered weekday evenings. Most clinical courses are on weekdays.

### M.S. in Nursing: Primary Care Family Nurse Practitioner (PCFNP)

Successful completion of the Primary Care Family Nurse Practitioner program requires 46 credits of coursework and 600 hours of precepted clinical practice. The clinical courses focus on acquiring the knowledge and skills associated with providing primary care for populations including children and adolescents, women, adults, and the elderly. Graduates are eligible for New York State certification as a Primary Care Family Nurse Practitioner and national, professional certification. The post-master's PCFNP certificate is a variable-credit program, based upon the student's past master's program courses.

Course	Title	Credits	Lab
<b>Scholarship Core</b>			
GNUR 503	Foundations in Nursing Research	(3)	
GNUR 504	Evidenced-based Research in Nursing	(3)	
GNUR 505	Family Health for Advance Practice Nurses	(2)	
GNUR 506	Population Health and Epidemiology	(2)	
GNUR 507	Health Policy	(2)	
GNUR 508	Healthcare Delivery Systems	(2)	
GNUR 509	Professional & Systems Leadership	(3)	
Choose <b>one</b> :	GNUR 558/559 Capstone I and II	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
<b>Direct Care Core</b>			
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning	(3)	
<b>PCFNP Specialty Clinical Core</b>			
GNUR 566	Advanced Concepts in the Care of Older Adults	(3)	
GNUR 567	Advanced Concepts in the Care of Adults	(3)	
GNUR 576	Advanced Concepts in the Care of Women	(3)	



GNUR 577	Advanced Concepts in the Care of Children	(3)	
GNUR 584	Diagnosis and Management for Adults - FNP Seminar	(1)	(150)
GNUR 585	Diagnosis and Management for Older Adults - FNP Seminar	(1)	(150)
GNUR 586	Diagnosis and Management for Women - FNP Seminar	(1)	(150)
GNUR 587	Diagnosis and Management for Pediatric Patients - FNP Seminar	(1)	(150)
<b>Total</b>		<b>(46)</b>	<b>(600)</b>

Students in the PCFNP program may elect to add GNUR 699 Issues in Acute Care (3 credits) to their degree program.

### **M.S. in Nursing: Adult/Gerontology Primary Care Nurse Practitioner (AGPCNP)**

Successful completion of the Adult/Gerontology Primary Care Nurse Practitioner program requires 46 credits of coursework and 600 hours of precepted clinical practice. The clinical courses focus on acquiring the knowledge and skills associated with providing primary care for populations including adults and the elderly. Graduates are eligible for New York State certification as an Adult/Gerontology Primary Care Nurse Practitioner and national, professional certification. The post-master's AGPCNP certificate is a variable-credit program, based upon the student's past master's program courses.

Course	Title	Credits	Lab
<b>Scholarship Core</b>			
GNUR 503	Foundations in Nursing Research	(3)	
GNUR 504	Evidenced-based Research in Nursing	(3)	
GNUR 505	Family Health for Advance Practice Nurses	(2)	
GNUR 506	Population Health and Epidemiology	(2)	
GNUR 507	Health Policy	(2)	
GNUR 508	Healthcare Delivery Systems	(2)	
GNUR 509	Professional & Systems Leadership	(3)	
Choose <b>one</b> :	GNUR 558/559 Capstone I and II	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
<b>Direct Care Core</b>			
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning	(3)	
<b>AGPCNP Specialty Clinical Core</b>			
GNUR 566	Advanced Concepts in the Care of Older Adults	(3)	
GNUR 567	Advanced Concepts in the Care of Adults	(3)	
GNUR 642	AGPCNP Primary Care Diagnosis & Management Seminar I	(1)	(150)
GNUR 644	AGPCNP Primary Care Diagnosis & Management Seminar II	(1)	(150)
GNUR 646	AGPCNP Primary Care Diagnosis & Management Seminar III	(1)	(150)
GNUR 648	AGPCNP Primary Care Diagnosis & Management Seminar IV	(1)	(150)
GNUR 669	Complex Care of Chronically Ill Adult	(3)	

GNUR 699	Issues in Acute Care	(3)	
<b>Total</b>		<b>(46)</b>	<b>(600)</b>

### M.S. in Nursing: Adult/Gerontology Acute Care Nurse Practitioner (AGACNP)

Successful completion of the Adult/Gerontology Acute Care Nurse Practitioner program requires 46 credits of coursework and 600 hours of precepted clinical practice. The clinical courses focus on acquiring the knowledge and skills associated with providing primary care for populations including adults and the elderly. Graduates are eligible for New York State certification as a Adult/Gerontology Acute Care Nurse Practitioner and national, professional certification. The post-master's AGACNP certificate is a variable-credit program, based upon the student's past master's program courses.

Course	Title	Credits	Lab
<b>Scholarship Core</b>			
GNUR 503	Foundations in Nursing Research	(3)	
GNUR 504	Evidenced-based Research in Nursing	(3)	
GNUR 505	Family Health for Advance Practice Nurses	(2)	
GNUR 506	Population Health and Epidemiology	(2)	
GNUR 507	Health Policy	(2)	
GNUR 508	Healthcare Delivery Systems	(2)	
GNUR 509	Professional & Systems Leadership	(3)	
Choose <b>one</b> :	GNUR 558/559 Capstone I and II	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
<b>Direct Care Core</b>			
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning	(3)	
<b>AGACNP Specialty Clinical Core</b>			
GNUR 566	Advanced Concepts in the Care of Older Adults	(3)	
GNUR 567	Advanced Concepts in the Care of Adults	(3)	
GNUR 641	AGACNP Acute Care Diagnosis & Management Seminar I	(1)	(150)
GNUR 643	AGACNP Acute Care Diagnosis & Management Seminar II	(1)	(150)
GNUR 645	AGACNP Acute Care Diagnosis & Management Seminar III	(1)	(150)
GNUR 647	AGACNP Acute Care Diagnosis & Management Seminar IV	(1)	(150)
GNUR 669	Complex Care of Chronically Ill Adult	(3)	
GNUR 699	Issues in Acute Care	(3)	
<b>Total</b>		<b>(46)</b>	<b>(600)</b>

### M.S. in Nursing: Psychiatric Mental Health Nurse Practitioner (PMHNP)

Successful completion of the Psychiatric Mental Health Nurse Practitioner program requires 53 credits of coursework and 600

hours of precepted clinical practice. The clinical courses focus on acquiring the knowledge and skills associated with providing psychiatric care for populations including children and adolescents, women, adults, and the elderly. Graduates are eligible for New York State certification as a Psychiatric Mental Health Nurse Practitioner and national, professional certification. The post-master's PMHNP certificate is a variable-credit program, based upon the student's past master's program courses.

Course	Title	Credits	Lab
<b>Scholarship Core</b>			
GNUR 503	Foundations in Nursing Research	(3)	
GNUR 504	Evidenced-based Research in Nursing	(3)	
GNUR 505	Family Health for Advance Practice Nurses	(2)	
GNUR 506	Population Health and Epidemiology	(2)	
GNUR 507	Health Policy	(2)	
GNUR 508	Healthcare Delivery Systems	(2)	
GNUR 509	Professional & Systems Leadership	(3)	
Choose <b>one</b> :	GNUR 558/559 Capstone I and II	(4)	
	GNUR 694/695 Comprehensive Exam I and II	(4)	
<b>Direct Care Core</b>			
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning	(3)	
<b>PMHNP Specialty Clinical Core</b>			
GNUR 513	PMHNP Clinical Practicum I: Trauma-informed Assessment & Intervention	(1)	(150)
GNUR 514	PMHNP Clinical Practicum II: Evidence-based Treatment Modalities	(1)	(150)
GNUR 515	PMHNP Clinical Practicum III: Interactive Management of Complex Co-morbidities	(1)	(150)
GNUR 516	PMHNP Clinical Practicum IV: Advanced Strategies for At-risk Populations	(1)	(150)
GNUR 520	Foundations of Advanced Psychiatric-Mental Health Nursing Practice	(3)	
GNUR 521	Advanced Neuropsychiatric Assessment & Intervention	(2)	
GNUR 522	Advanced Psychopharmacology	(2)	
GNUR 523	Advanced Concepts in Psychotherapy with Individuals, Groups & Families	(3)	
GNUR 524	Advanced Concepts in Health Integration	(3)	
GNUR 544	Psychopathology & Differential Diagnosis	(3)	
GNUR 545	Advanced Concepts in Child & Adolescent Mental Health	(3)	
<b>Total</b>		<b>(53)</b>	<b>(600)</b>

### **M.S. in Nursing: Adult/Gerontology Clinical Nurse Specialist (AGCNS)**

Successful completion of the Adult/Gerontology Clinical Nurse Specialist program requires 43 credits of coursework and 500 hours of precepted clinical practice. The post-master's CNS certificate is a variable-credit program based upon the student's past master's program courses.

Course	Title	Credits	Lab
<b>Scholarship Core</b>			
GNUR 503	Foundations in Nursing Research	(3)	
GNUR 504	Evidenced-based Research in Nursing	(3)	
GNUR 505	Family Health for Advance Practice Nurses	(2)	
GNUR 506	Population Health and Epidemiology	(2)	
GNUR 507	Health Policy	(2)	
GNUR 508	Healthcare Delivery Systems	(2)	
GNUR 509	Professional & Systems Leadership	(3)	
GNUR 558	Capstone I	(2)	
GNUR 559	Capstone II	(2)	
<b>Direct Care Core</b>			
GNUR 543	Advanced Pathophysiology	(3)	
GNUR 570	Pharmacology	(3)	
GNUR 571	Diagnostic Reasoning	(3)	
<b>AGCNS Specialty Clinical Core</b>			
GNUR 566	Advanced Concepts in the Care of Older Adults	(3)	
GNUR 567	Advanced Concepts in the Care of Adults	(3)	
GNUR 632	Adult Applications of the Spheres of Influence CNS Seminar	(1)	(125)
GNUR 639	Older Adult Applications of the Spheres of Influence CNS Seminar	(1)	(125)
GNUR 688	Synthesis CNS Practicum	(1)	(125)
GNUR 689	Synthesis of the Spheres of Influence CNS Seminar	(1)	(125)
GNUR 699	Issues in Acute Care	(3)	
<b>Total</b>		<b>(43)</b>	<b>(500)</b>

## Post-Master's Certificate Programs

### Post-Master's Certificate: Adult/Gerontology Clinical Nurse Specialist

Nurses who hold a master's degree in nursing or a non-clinical master's degree\* and wish to become Adult/Gerontology Clinical Nurse Specialists may obtain the CNS Certificate. The post-master's program requires the student to complete coursework in the Clinical Nurse Specialist program. Students who have already completed a master's program in nursing may be eligible for course waivers at the discretion of the program director.\*\* Upon completion of this variable-credit program, the nurse will be eligible for certification as a CNS in New York State and national professional CNS certification.

\*Students with a non-nursing master's degree may need to take additional courses from the core.

\*\*Required courses will be based on the individual's program review.

### Post-Master's Certificate: All Nurse Practitioner Programs

The post-master's programs require the student to complete coursework in the selected program. Students who have already completed a master's program (either NP or non-NP) in nursing may be eligible for course waivers at the discretion of the

program director. Upon completion of this variable-credit program, the nurse will be eligible for certification in the selected NP role in New York State and national professional NP certification.\*

*\*Required courses will be based on the individual's program review.*

## Additional Information

### Attendance

Participation in and attendance at all classes is a critical component for successful completion of the master's program.

One missed clinical seminar, capstone seminar, or hybrid session is equivalent to being absent for a significant portion of a course and will adversely impact a candidate's final grade in that course. It is important, therefore, that candidates make every effort to be on time and attend every session.

If it is necessary to miss or be late to a class, candidates are required to notify the faculty member teaching the course in advance, if possible. At the discretion of the instructor, the student may be assigned additional coursework to make up for the lost time.

Specific details of the attendance policy and requirements will be provided by the faculty at the start of each course.

### Professional Standards

The graduate programs adhere to the standards and guidelines associated with the following organizations: the AACN Essentials of Master's Education, the National Association of Clinical Nurse Specialists (NACNS), the Statement on CNS Practice and Education (Section III), the National Organization of Nurse Practitioner Faculty (NONPF), the American Nurses Association Standards of Clinical Practice, the American Nurses Association Code of Ethics, the American Nurses Association Social Policy Statement.

The *New York State Education Department Office of Professions Nursing Handbook* specifies the determination of applicants for authorization to practice a profession. Rules of the Board of Regents, such as those defining good moral character and unprofessional conduct, are followed by the School of Nursing for all graduate nursing students at St. John Fisher College.

Professional standards and state rules acknowledge the nurse's responsibility to society and mechanisms for accountability. Personal or professional conduct that is inconsistent with these standards, rules, and codes, as well as with those of St. John Fisher College, may prohibit an applicant from being admitted to the nursing program or result in course failure or dismissal from the program.

In addition, health care agencies offering clinical learning experiences for students have specific expectations and policies regarding student behaviors in practice. These agencies may also have specific policies regarding the reciprocal obligations among students, faculty, and clinical preceptors. Updated immunizations, current CPR, New York State R.N. license, medication administration competency, and hospital mandatory review post-tests must be submitted by students as part of the clinical application. (See Graduate Clinical Application form for details). Students will not be assigned a preceptor until they are in compliance with all of these clinical documentation expectations. These policies are described in the *Nursing Graduate Student Handbook*.

Any student enrolled in any nursing program who exhibits personal or professional conduct that violates the standards, rules, codes, and/or policies of the School of Nursing, St. John Fisher College, cooperating health care agencies, the State of New York, or the nursing profession will face investigation, review, and appropriate action, including possible dismissal from the program and/or College.

## Courses

### GNUR-501 Scientific Inquiry I (4)

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and theories which influence the development of nursing knowledge are explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative research process using descriptive statistics and qualitative research methods are explored.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### GNUR-502 Scientific Inquiry II (4)

This course builds on the quantitative/qualitative research question identified in Scientific Inquiry I and explores epidemiologic and research methodologies in designing research proposals. Students will analyze data and examine relationships using inferential statistics. A goal of the course is to enable students to utilize knowledge gained through research to explore clinical phenomena, analyze clinical interventions and clinical outcomes, and evaluate programs to improve nursing practice. In keeping with this goal, students will develop the identified research question into a grant proposal for external funding.

**Attributes:** TGNU

**Prerequisites:** GNUR-501 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-503 Found of Nsg Research (3)**

This course examines how philosophy provides a framework within which science and theories develop. Theory formulation and the influence of theories on the development of nursing practice from philosophical, structural, theoretical, and epistemological perspectives will be explored. Students will participate in an in-depth examination of the research process and the critical role of research in evidence-based practice. Steps of the quantitative process and the use of descriptive statistics including an introduction to databases and statistical software are discussed. Qualitative research methods and their applicability in nursing knowledge are explored. This course is the first in the sequence of research coursework for the graduate program.

**Attributes:** TGNU ZCIV ZRES

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-504 Evid-Based Research in Nsg (3)**

This course examines and explores the development of evidence and evidence-based knowledge in nursing to prepare the graduate nurse for the role of change agent to promote a research-based nursing practice. Methods for clinical practice improvement using EBP are examined. Course includes critical appraisal of research evidence and interpretation of statistical analyses through the application of descriptive and inferential statistics. The course will explore practice areas where evidence-based integration is needed and facilitate the movement of evidence-based quality initiatives.

**Attributes:** TGNU

**Prerequisites:** GNUR-503 C

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-505 Advd Pract Care Fam (2)**

This core course focuses on theoretical and evidence-based perspectives that guide advanced practice nursing practice in patient/family centered care. Students apply principles and processes of both family theory and family developmental theory to assess and promote optimal family functioning. Throughout the course students will investigate complex family dynamics stimulated by a variety of issues such as deployment in military families, domestic violence, sexual abuse, mental illness, loss of a family member, addiction, and post traumatic stress.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-505 Family Health for APNs (2)**

This core course focuses on theoretical and evidence-based perspectives that guide advanced practice nursing practice in patient/family centered care. Students apply principles and processes of both family theory and family developmental theory to assess and promote optimal family functioning. Throughout the course students will investigate complex family dynamics stimulated by a variety of issues such as deployment in military families, domestic violence, sexual abuse, mental illness, loss of a family member, addiction, and post traumatic stress.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-506 Population Health and Epi (2)**

This course studies the determinants for health of populations and methodologies of assessment and disease prevention. Epidemiological principles and measures of disease occurrence and risk will be used to study inequities in health, social determinants of health, clinical intervention strategies, and application of these strategies to clinical practice. How principles of genetics and genomics intersect with epidemiology and impact clinical practice will be discussed.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-507 Health Policy (2)**

This course provides students with an understanding of current issues in U.S. health care policy at the local, regional and national level in the context of a dynamic global environment. Policy and regulatory processes are studied to analyze their impact on health care cost, quality and access, professional practice and workforce development. The impact of social determinants of health is studied to inform effective policy reform to eliminate disparities. Students analyze strategies for effective advocacy and professional leadership to promote change through health policy reform.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice



### **GNUR-508 HC Delivery Systems (2)**

This course provides students with tools to assess and analyze the United States health care delivery system including the driving economic and financial forces of a dynamic, complex, and changing health care environment. Using organizational theories and a global perspective, the U.S. health care system is analyzed with a focus on accessibility, cost, quality, care disparities and reimbursement alternatives. Basic finance and economic principles, including nursing cost/benefit analysis, are applied at the point of care to impact nursing health care delivery, advocacy and practice change.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-509 Prof & Systems Leadership (3)**

The evolution of nursing, including scope of practice and professional socialization, along with knowledge of other disciplines is foundational to the creation of strategies to foster effective organizational relationships. This course explores the association between the systems, organization and the role of the advanced practice nurse. The enduring issues in American health care that continue to have an impact on advanced practice nursing are investigated using historiographic methods. Students will recognize the critical need for interprofessional teams, the influence of group process, power structures, and negotiation in maximizing nursing's contribution to the dynamic healthcare system. Creative strategies to provide ethical and culturally competent patient centered care and methods to overcome barriers to system access are analyzed. This course promotes student engagement with patient care & communication technologies, use of nursing delivery systems, and the utilization of organizational and systems theory in the development of leadership and advocacy skills to facilitate change.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-512 Hlthcare, Econ, and Policy (4)**

This course provides students with an understanding of healthcare policy, organization, and finance in the U.S. in the larger context of a dynamic global environment. Students learn and apply basic principles of finance and economics that impact healthcare delivery from the point of care to healthcare systems. Policy and regulatory processes are studied to analyze their impact of practice and healthcare delivery. Students analyze the organization and delivery of healthcare to determine if it functions effectively and assume a leadership role to effectively advocate for change within organizations and through healthcare policy reform.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Management Graduate, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

### **GNUR-513 PMHNP Clinical Practicum I (1)**

This course focuses upon the integration of knowledge from the biopsychosocial sciences in order to perform a comprehensive assessment of psychiatric and/or addictive disorders and formulate an appropriate disposition. Students will apply knowledge trauma-informed approaches and motivational interviewing techniques to the assessment process in an acute clinical setting, and appropriately assess and manage emergency situations under the guidance of a clinical mentor. Students will also begin to develop their clinical portfolio and reflective journal, and participate in biweekly seminars which focus upon case presentations and readings related to the application of motivational interviewing techniques to the interview process, the management of acute symptoms of mental illness and/or addiction, and the implementation of person-centered treatment planning/referral.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-521 Y C AND GNUR-544 Y C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-514 PMHNP Clinical Practic II (1)**

This course focuses upon the integration of knowledge from psychopathology and psychopharmacology in order to implement two or more time-limited, evidence-based psychotherapies in the treatment of psychiatric and/or addictive disorders. Students also implement two or more treatment modalities under the guidance of a clinical mentor, and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to promising and alternative therapies, the integration of pharmacology with psychotherapy, and psychotherapy supervision/peer review.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-513 S

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP



### **GNUR-515 PMHNP Clinical Practic III (1)**

This course focuses upon the integration of behavioral health, physical, and social determinants of health in the management of complex comorbidities in a psychiatric, primary care, or rehab setting, as part of the inter-professional team. Students will implement a variety of therapeutic interventions under the guidance of a clinical mentor and document contacts in their clinical portfolio. Students will also participate in biweekly seminars which focus upon case presentations and readings related to integrative treatment of co-occurring medical and behavioral health conditions, issues and trends in chronic care management, and implementing and evaluating outcomes

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-514 S

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-516 PMHNP Clinical Practic IV (1)**

This course focuses upon the integration of knowledge from the PMHNP curriculum in order to promote health/prevent illness and disability among vulnerable individuals, families and/or groups thorough the implementation of screening, client/family/group education, and consultative, collaborative, supervisory, and educational strategies to practitioners, groups and/or organizations. Students will implement at both direct and indirect interventions under the guidance of a clinical mentor, document contacts in their clinical portfolio, and process interactions in their reflective journal. Students will also participate in biweekly seminars which focus upon case presentations and readings related to the application of mental health consultation strategies and the evaluation practice improvement processes,

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-515 S

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-518 Adv Pract Care Families (3)**

This course focuses on theoretical and evidence-based perspectives that guide family nursing. Students apply principles and processes to assess and intervene in order to promote optimal family functioning. Students analyze family-focused health concerns which may require teaching families who are experiencing developmental changes, coaching families to change internal dynamics, connecting families to needed resources and support, or helping families cope with illness or loss. Fostering family health promotion in conjunction with the Healthy People 2010 National Health Goals guides student/family interaction in this course.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

### **GNUR-520 Fdtn of Adv Psych MH Pract (3)**

This course focuses upon the principles and concepts that form the basis for advanced practice in psychiatric mental health nursing, including standards and models for practice, and the promotion of mental health and prevention of psychiatric and addictive disorders across the life span. Emphasis is placed on the neurobiology of stress and trauma in the formation of mental health and/or addictive disorders, and role of the Psychiatric Mental Health Nurse Practitioner in implementing culturally relevant and trauma-informed person/family centered practices within collaborative systems of care. Legal/ethical issues are examined in relation to privacy, client preferences, and client, family and community safety.

**Attributes:** TGNU

**Restrictions:** Including: -Level: Practice Doctorate, Graduate -Program: CERT Psych Mental Health NP , DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-521 Adv Neuropsych Assess (2)**

This course focuses upon the knowledge and skills required to perform a comprehensive assessment of adults and older adults with psychiatric and addictive disorders, and appropriately evaluate and manage emergency situations arising from acute symptomatology. Strategies for a trauma-informed therapeutic relationship facilitated by motivational interviewing techniques are presented as a basis for the conduct of a comprehensive neuropsychiatric assessment.

**Attributes:** TGNU

**Prerequisites:** GNUR-544 Y C AND GNUR-571 Y C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-522 Advanced PsychoPharm (2)**

This course takes a comprehensive, life span approach to the full array of pharmacologic agents available for the treatment of mental health and addictive disorders. The role of the Psychiatric Mental Health Nurse Practitioner with prescriptive authority is examined with special emphasis on target symptoms, medication education, and use of evidence-based guidelines and protocols in treating acute symptoms and preventing relapse.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 Y C

**Restrictions:** Including: -Level: Practice Doctorate, Graduate

### **GNUR-523 Adv Cncpts Psychotherapy (3)**

This course focuses upon the principles and concepts that form the basis for a variety of traditional and evidence-based psychotherapies. The theoretical principles of psychodynamic psychotherapy, supportive psychotherapy, and behavioral and cognitive behavioral therapies are applied to individuals, groups, families, and/or special populations. The role of the Psychiatric Mental Health Nurse Practitioner in the integration of psychotherapeutic and psychopharmacological interventions is examined.

**Attributes:** TGNU

**Prerequisites:** GNUR-545 Y C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-524 Adv Cncpts Health Intgrtn (3)**

This course focuses upon the principles and concepts that form the basis for advanced psychiatric mental health practice in a primary care or other setting integrating physical and behavioral health care across the life span. Emphasis is placed on interprofessional collaboration and the management of complex and/or chronic comorbidities, facilitated by the use behavioral therapy techniques, motivational interviewing and psychoeducational groups. The role of the psychiatric mental health nurse practitioner in mental health consultation, supervision, and education, and the use of technology in health maintenance and relapse prevention, are examined as strategies to improve health outcomes for populations with complex needs.

**Attributes:** TGNU

**Prerequisites:** GNUR-523 C

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-529 Nursing Roles&Leadership (2)**

This course focuses on the socialization of the FNP and CNS student into advanced practice. Nursing history, competencies, and roles of advanced nursing practice with an emphasis on role acquisition are investigated. The course focuses on role development in advanced practice, marketing oneself as an APN, and regulatory and economic policies that affect advanced nursing practice in today's healthcare system. Development of skills in leadership, advocacy, and facilitating change is emphasized.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice, Nursing; Excluding: -Level: Undergraduate

### **GNUR-543 Advanced Pathophysiology (3)**

This course focuses on disruptions of cell, organ, and system physiology involved in acute and chronic illness. The course covers selected disorders of the following systems: hematologic, respiratory, fluid and electrolyte, endocrine, reproductive, musculoskeletal, cardiovascular, neurological, urinary, renal, and digestive. Emphasis is placed on risk factors and contributing causes leading to the disease state and the transitions that occur in the human organism during illness.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-544 Psychopathology&Diff Diag (3)**

This course will facilitate understanding of psychopathology using both traditional and strengths-based strategies to assess and diagnose mental disorders across the life span for counseling and PMHNP students. These strategies will help students develop skills in differential diagnosis for use in role-specific treatment planning. Detailed knowledge of the DSM-5 and the methods used in determining the diagnostic classification of a client will be the major focus of the course.

**Attributes:** TGNU

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-545 Adv Cncpts Child/Adol MH (3)**

This course will review advanced assessment and treatment processes used by mental health counselors and PMHNPs who work with children and adolescents. Assessment-related topics will include interviewing strategies for use with children, adolescents and their families, along with formal testing procedures that will culminate in preparation of a comprehensive clinical report. Students will also learn a variety of intervention strategies for use in individual, group, and family settings, designed to help children and their families cope with the various behavioral, social, and emotional issues that children and adolescents can face, including trauma, ADHD, and family transitions.

**Attributes:** TGNU

**Restrictions:** Including: -Program: DNP Psych/Mental Health NP, MS Psych Mental Health NP

### **GNUR-558 GNUR Capstone I (2)**

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines

**Attributes:** TGNU

**Prerequisites:** GNUR-503 C AND GNUR-504 C

### **GNUR-559 GNUR Capstone II (2)**

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines.

**Attributes:** TGNU

**Prerequisites:** GNUR-503 C AND GNUR-504 C AND GNUR-558 C

### **GNUR-566 Adv Con Care Older Adults (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of older adults. Health promotion, health maintenance, and health restoration across the continuum of care are considered. Discussion will include current evidence-based practice addressing common health problems of older adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator students.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-567 Adv Concepts Care Adults (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nursing educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-567 Adv Concepts Care Adults (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of adults. The clinical presentation, diagnostic reasoning, management and evaluation of common health needs and problems of adults are considered. Discussion will include current evidence-based practice addressing common health problems of adults. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nursing educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-570 Pharmacology (3)**

This course builds upon basic knowledge in pharmacology and provides essential content for nurses in advanced practice roles. Topics include physiochemical properties of drugs; mechanisms of drug action; pharmacokinetics (drug absorption, distribution, and mechanism of action, metabolism, and excretion); drug interactions; prescription implications; and ethical, legal, and financial considerations of pharmacotherapies across the lifespan including special populations such as pediatric and geriatric clients. Federal and state laws as well as guidelines for writing prescriptions are included, preparing the advanced practice nurse for prescribing medications and counseling clients about drug therapy.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-571 Diagnostic Reason-Assess (0 OR 3)**

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-571 Diagnostic Reason-Assess (0 OR 3)**

This course is taught as a 2 credit theory course with a 1 credit lab component. A prescreening undergraduate health assessment competency must be met to take the course. This course addresses the development of advanced health assessment skills and the diagnostic reasoning process to gather and analyze data from patients across the lifespan. Interventions focus on prevention, health promotion and protection, screening, and risk reduction. In order to develop advanced health assessment skills, lab practice in addition to scheduled class time is required. Skill development in the labs will occur through simulation comprehensive and focused health assessments and the use of the diagnostic reasoning process. Students must earn a grade of B or higher in GNUR 571 in order to progress to the next clinical course. Additional fees will apply.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-576 Adv Concepts Care of Women (0 TO 3)**

This course focuses on the biological and behavioral phenomena of concern in the care of women. The clinical presentation, diagnostic reasoning, management, and evaluation of women's common health needs and problems are considered. Discussion will include current evidence-based practice addressing common health problems of women across the lifespan. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-577 Adv Conc Care Children (3)**

This course focuses on the biological and behavioral phenomena of concern in the care of children and adolescents. The clinical presentation, diagnostic reasoning, management, and evaluation of common health needs and problems of children and adolescents are considered. Discussion will include current evidence-based practice addressing common health problems of children and adolescents. The content can be applied and utilized by the family nurse practitioner, clinical nurse specialist, and nurse educator student.

**Attributes:** TGNU

**Prerequisites:** GNUR-570 C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-584 DiagManageSeminar FNP I (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for

adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

**GNUR-585 DiagManageSeminar FNP II (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of the older adult in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-684 C

**GNUR-586 DiagManageSeminar FNP III (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-576 Y C AND GNUR-584 C

**GNUR-587 DiagManageSeminar FNP IV (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 C AND GNUR-570 Y C AND GNUR-571 C AND GNUR-577 Y C AND GNUR-584 C

**GNUR-596 Independent Study (1 TO 3)**

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-596 Independent Study (1 TO 3)**

An opportunity to explore an area not regularly offered in the program. Independent Study Authorization form is required.

**Attributes:** TGNU

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-632 Adult CNS SOI I (1)**

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors in providing direct and indirect care to adults with a specific population of focus. Following the guidelines established by the National Association for Clinical Nurse Specialists (NACNS), this course focuses on the nurse/nursing practice sphere of influence. Other key spheres of influence: patient/family and systems may be integrated into this clinical experience. Students will identify assessment strategies to assess the knowledge and skill of nurses working with the population of focus and develop/implement/evaluate educational

programs that advance the practice of nursing within a population of focus. Students will evaluate nursing's utilization of resources to enhance quality of care.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

#### **GNUR-639 Older Adult CNS SOI II (1)**

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. Following the guidelines established by the NACNS, this course focuses on the patient/client sphere of influence. Other key spheres of influence: patient/family; system may be integrated into this clinical experience. This clinical practicum will allow the student to apply the principles of adult health assessment and clinical management at an advanced practice level including consulting with nursing and other health care professionals, application of evidenced based practice protocols and education of clients and their families, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and role development.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

#### **GNUR-641 AGNP AC Dx Mgmt (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

**Prerequisites:** GNUR-567 Y C

#### **GNUR-642 AGNP PC Dx Mgmt I (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students collaborate with preceptors to provide care for adult clients and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of adults in an outpatient or inpatient clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes and to building upon diagnostic reasoning skills.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C AND GNUR-567 Y C AND GNUR-570 C AND GNUR-571 C

#### **GNUR-643 AGNP AC Dx Mgmt II (1)**

In this 150 hour acute care clinical experience, adult gerontology, acute care nurse practitioner students collaborate with preceptors to provide care for older adults and their families in the acute care setting. Students apply the principles of assessment, diagnosis and treatment of acute and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Prerequisites:** GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-641 C

#### **GNUR-644 AGNP PC Dx Mgmt II (1)**

In this 150 hour primary care clinical experience, the adult gerontology nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common and episodic health issues of older adults in a clinical practice site. Patient education, advocacy and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.



**Attributes:** TGNU

**Prerequisites:** GNUR-566 Y C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-642 C

**GNUR-645 AGNP AC Dx Mgmt III (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-641 C AND GNUR-643 C AND GNUR-699 Y C

**GNUR-646 AGNP PC Dx Mgmt III (1)**

In this 150-hour clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students will apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation of chronic diseases requiring acute intervention in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to provide comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-642 C AND GNUR-644 C AND GNUR-699 Y C

**GNUR-647 AGNP AC Dx Mgmt IV (1)**

In this 150-hour acute care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Prerequisites:** GNUR-645 C AND GNUR-669 Y C AND GNUR-699 C

**GNUR-648 AGNP PC Dx Mgmt IV (1)**

In this 150-hour primary care clinical experience, adult gerontology nurse practitioner students will provide direct patient care and collaborate with preceptors to provide care for patients requiring acute interventions across adulthood. Students apply the principles of health assessment, diagnosis and treatment of acute health issues and exacerbation in the management of complex and chronic illness in the clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes.

Graded S/U.

**Prerequisites:** GNUR-646 C AND GNUR-669 Y C AND GNUR-699 C

**GNUR-669 Complex Chronically ILL (3)**

This course will provide students with the advanced practice knowledge to care for complex clients across adulthood. Focus will be on the management of complex, chronic, and multisystem illnesses including co-morbidities and functional impact. Emphasis is on the application of theory and the use of current evidence-based practice guidelines in addressing complex health problems in this population. Students will explore the impact of chronic illness on the individual, family, and community and identify community resources to support and improve care. This course will prepare the advance practice nurse to care for clients across adulthood and improve outcomes in the acute and outpatient setting.

**Prerequisites:** GNUR-566 C AND GNUR-567 C AND GNUR-570 C AND GNUR-571 C AND GNUR-699 C

**GNUR-670 Found of Nursing Education (3)**

This course provides a foundation for developing the educator role in academic and practice settings for advanced practice nurses. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. Internal and external forces, standards, and issues that influence curriculum development will be discussed.



**Attributes:** TGNU

### **GNUR-671 Teaching Methods (3)**

This course provides a comprehensive overview of educational strategies for students who desire to function as a nurse educator. It examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Strategies to promote the development of critical thinking are emphasized.

**Attributes:** TGNU

**Prerequisites:** GNUR-670 C

### **GNUR-672 Teaching Practicum I (1)**

In this 150-hour practicum, students experience the educational environment through precepted experiences. They design and implement a variety of teaching strategies appropriate to content, setting, learners' needs, and desired learning outcomes in academic and practice settings. The focus is on classroom and laboratory teaching. Students are introduced to technological tools for instruction such as presentation software, Blackboard and SimMan. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U. Required: 150 hours precepted experiences.

**Attributes:** TGNU

**Prerequisites:** GNUR-671 Y C

### **GNUR-673 Evaluation Nursing Educ (3)**

This course focuses on quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels. Students learn about test construction and analysis as well as evaluation using techniques such as case scenarios. They also study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

**Attributes:** TGNU

**Prerequisites:** GNUR-670 Y C

### **GNUR-674 Teaching Practicum II (1)**

In this 150-hour experience, students develop the educator role in clinical settings. They focus on student-educator interactions, the selection of learning experiences, and clinical performance evaluation in cognitive, affective, and psychomotor domains of learning. Students will meet periodically throughout the semester in a seminar designed to support the achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-673 Y C

### **GNUR-680 Adv Pract Care Adults FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-567 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-681 Adv Prac Care Women FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for women. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of women in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-576 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-682 Adv Prac Care Children FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for children and their families. Students apply the principles of health assessment, diagnosis, and treatment of common episodic and chronic health issues of children and adolescents in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-577 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-683 AdvPrac Older Adults FNP (1)**

In this 150-hour clinical experience, family nurse practitioner students collaborate with preceptors to provide primary care for older adults and their families. Students apply the principles of health assessment, diagnosis and treatment of common episodic and chronic health issues of adults in a clinical practice site. Patient education, advocacy, and evidence-based practice are incorporated in a holistic approach to providing comprehensive care. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-566 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-684 Adv Prac Older Adults CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide primary care for older adults and their families. This clinical practicum will allow the student to apply the principles of older adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of older adult health, education of patients and staff, and clinical management of patients. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-566 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-685 Adv Pract Care Adults CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for adults and their families. This clinical practicum will allow the student to apply the principles of adult health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals, research in the area of adult health, education of clients and staff, and clinical management of adults. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-567 Y C AND GNUR-571 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

**GNUR-686 Adv Prac Care Women CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for women and their families in a variety of settings. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level and will include consulting with nursing and other healthcare professionals; research in the area of adult health; education of women, families, and staff; and clinical management of women's health needs. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-576 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice; Excluding: -Program: MS Adv Practice Nursing: CNS

### **GNUR-687 Adv Prac Care Children CNS (1)**

In this 175-hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for children and adolescents and their families. This clinical practicum will allow the student to apply the principles of health assessment and management at an advanced practice level. This includes consulting with nursing and other healthcare professionals; research in the area of children's health; education of children, families, and staff; and clinical management of children's health. Students will meet periodically throughout the semester in a seminar designed to support achievement of learning outcomes. Graded S/U.

**Attributes:** TGNU ZCLX

**Prerequisites:** GNUR-571 C AND GNUR-577 Y C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Advanced Nursing Practice

### **GNUR-688 Synthesis Practicum CNS (1)**

This synthesis course focuses on the clinical integration of multiple spheres of influence by the student in the clinical nurse specialist role. These spheres include patient/client, nursing practice, and organizational systems and provide a foundation for specialty competencies and CNS practice. Clinical and system outcomes are analyzed in the context of expert practice. The practicum consists of 150 hours of precepted practice in acute and ambulatory specialty practice settings. Periodic seminars enhance knowledge and integration of the professional role as clinical expert. Graded S/U. Class meets on campus four times during the semester in addition to 150 hours precepted clinical.

**Attributes:** TGNU ZCAP

**Prerequisites:** GNUR-571 C AND (GNUR-566 C AND GNUR-684 S) OR (GNUR-567 C AND GNUR-685 S)

**Restrictions:** Including: -Major: Advanced Nursing Practice -Program: Post Masters Certificate CNS, MS Adv Practice Nursing: CNS

### **GNUR-689 Adult Care CNS SOI (1)**

In this 125 hour clinical experience, clinical nurse specialist students collaborate with preceptors to provide care for acutely ill clients and their families across the Spheres of Influence. Following the guidelines established by the National Association of Clinical Nurse Specialists, this course allows the students to synthesize foundational knowledge of the patient/client and nursing/nursing practice spheres, and begin to apply principles within the organizational/systems sphere of influence. This clinical practicum will allow the student to apply the principles of diagnostic reasoning and clinical management at an advanced practice level including consultation with an interprofessional team, application of evidenced based practice protocols, and the implementation of programs across each sphere. In addition, students will begin to evaluate the utilization of resources, evidenced based practice, and principles of program management to enhance quality of care.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 C AND GNUR-567 C AND GNUR-632 C AND GNUR-639 C AND GNUR-699 Y C

### **GNUR-690 Master's Project I (1)**

In this first course, the student will build upon learning and content gained in prior coursework and design a project with an identified area of interest: practice or education. Working closely with a faculty advisor, the student will design the project, secure support from the community of interest, and identify and apply for funding. Students will meet periodically throughout the semester in a seminar designed to support the development of their projects and funding proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-691 Master's Project II (1)**

In this second course, the student will implement the project designed in GNUR 690, Master's Project I. Working closely with the faculty advisor, the student will implement and evaluate the project. Students will meet periodically throughout the semester in a seminar designed to support the implementation and evaluation of their projects. In order to successfully complete the course, the project implementation and evaluation must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and project director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C AND GNUR-690 S

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-692 Master's Thesis I (2)**

In this first thesis-related course, the student will work closely with the faculty advisor and refine the plan for implementation and analysis of the research study proposed in GNUR 502, Scientific Inquiry II. During this course, the student is expected to complete the Institutional Review Board process. Students will meet periodically throughout the semester in a seminar designed to support the development of their research proposals. Permission of Program Director required to register. Graded S/U. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-693 Master's Thesis II (2)**

In the second part of the thesis-related course, the student will work with the faculty advisor and complete the research study. The student will collect and analyze data, draw conclusions, and discuss the implications of the study findings for nursing practice, education, policy, and further research. Students will meet periodically throughout the semester in a seminar designed to support the conduct of their research studies. In order to successfully complete the course, the thesis manuscript must be reviewed and accepted by the faculty advisor and one departmental faculty member or an outside reader chosen by the advisor and the Program Director in consultation with the student. Graded S/U. Permission of the Program Director is required to register. Meets four times during the semester. This option is not available for students who enter the Nursing program beginning in Fall 2011.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-501 C AND GNUR-502 C AND GNUR-692 C

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-694 Comprehensive Exam I (1)**

This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in GNUR 501, 502, 512, 518. The associated seminars will review expectations for completion of the written comprehensive case study. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-502 Y C AND GNUR-512 Y C AND GNUR-518 Y C

### **GNUR-694 Comprehensive Exam I (2)**

This course prepares the student to complete the first level of the comprehensive exam which reflects the content included in the Scholarship Core. The associated seminars will review expectations for completion of the written comprehensive case study.

Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-504 C AND GNUR-505 C AND GNUR-506 C AND GNUR-507 C AND GNUR-508 C OR (GNUR-512 Y C OR GNUR-518 Y C)

### **GNUR-695 Comprehensive Exam II (1)**

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-543 C AND GNUR-571 C

### **GNUR-695 Comprehensive Exam II (2)**

This course prepares the student to complete the second level of the comprehensive exam which reflects content included in the specialty content courses. The associated seminars will review expectations for this multiple-choice exam based on the content found on a national certification exam. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-694 C

### **GNUR-696 GNUR Capstone (3)**

This course allows the student to demonstrate synthesis of the GNUR core courses and apply this knowledge to a clinical question in their specialty program focus. Students in the capstone course will work independently on their synthesis project, while progressing through the steps of problem identification, literature review, IRB proposal, project implementation and evaluation. The associated faculty led seminars will facilitate student sharing of both process and content issues as students complete their individual capstone projects. The results of the capstone will be documented and published according to syllabus guidelines. Graded S/U. Permission of Program Director is required to register.

**Attributes:** TGNU ZCAP

**Prerequisites:** (GNUR-501 C OR GNUR-501 C) AND (GNUR-502 C OR GNUR-502 C)

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-697 Capstone Completion (1)**

Based on the work done in GNUR 696, the student completes the Capstone guided by their advisor. If the work is not completed at the end of the semester in which the course is taken, the student will receive a grade of IP and MUST register for GNUR 698. Graded S/U. Permission of Program Director is required to register.

**Attributes:** TGNU ZCAP

**Prerequisites:** GNUR-696 S OR GNUR-696 S

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-698 Capstone Continuation (1)**

This 1 credit course allows the student additional time to complete his/her capstone project. Students must be working closely with their GNUR 696 faculty and submit a plan for completion of the project in order to register for this continuation credit. Data collection, evaluation or documentation activities may be done during this continuation time. If the Capstone is accepted by their advisor at the end of this course, both GNUR 697 and 698 will be graded S. If the Capstone is NOT accepted by their advisor at the end of this course, the student will receive a grade of IP in GNUR 698 and MUST register for 698 again. If unsuccessful in the second attempt, the student will receive grades of U in both GNUR 697 and both instances of GNUR 698. Graded S/U. Permission of Program Director is required to register.

**Attributes:** TGNU ZCAP

**Prerequisites:** GNUR-697 S

**Restrictions:** Including: -Major: Advanced Nursing Practice

### **GNUR-699 Issues in Acute Care (3)**

This course considers the unique aspects of caring for clients across adulthood as they interact with the acute care environment. Building upon foundational adult and gerontology concepts, this course focuses on disease and complication prevention and management and health restoration in the acute care setting. The clinical presentation, diagnostic reasoning, management and evaluation of common acute care problems of the population are considered. Discussion will include current evidenced-based practice to provide and improve care across the continuum. Knowledge of the advanced practice competencies will be integrated in the care of this population including by not limited to: direct care, consultation, collaboration, leadership, expert coaching and guidance, research, and ethical decision making.

**Attributes:** TGNU

**Prerequisites:** GNUR-566 C AND GNUR-567 C

**Restrictions:** Including: -Major: Nursing Practice, Advanced Nursing Practice

### **GNUR-701 Found of Nursing Science (3)**

This course begins with a review of elements of logic and effective argumentation and of both critical and ethical thinking. The elements shape subsequent discussions including a critical examination of different epistemologies and their impact on current approaches to nursing research, theory development and clinical practice; analyses of writings of selected nursing theorists; and theory development in nursing. This course introduction presents methods of inquiry necessary for the development and expansion of clinical practice knowledge (and understanding) in nursing. An overview of important issues in the philosophy of science is included. Relationships among philosophy, values, practice, praxis, science, theory, and research and their effect on the structure of nursing knowledge are discussed. Conceptual models and theories for nursing practice are examined.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-703 Phil & Found of EBP (3)**

This course examines the development of evidence and evidence-based knowledge in healthcare. The effects of the international distribution of healthcare knowledge and the development of a science of application, analysis, distribution and

evaluation of practice knowledge is addressed. The use of translational research strategies for clinical practice improvement is reviewed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-705 Found of Nur Leadership (3)**

This course examines the foundations of both administration and leadership. With a focus on leadership, the course will examine the current and emerging theories of leadership and their application to advanced clinical practice. Those stressors that affect leadership, organizational change, and organizational environments of clinical practice will be discussed. Application of theories in clinical practice will be reviewed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice

### **GNUR-707 Biostatistics and Epi (3)**

This course uses clinical epidemiology and biostatistics to inform advanced practice nursing. The purpose of the course is to teach epidemiologic and intermediate biostatistical methods in clinical research within an integrated framework and to develop SPSS proficiency for performing the analysis of clinical datasets. Analysis of patient populations using epidemiological methods will be conducted. The use of epidemiological theories will be applied to disease processes, disaster preparedness, and bioterrorism which may affect local, state, national, and international populations.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice

### **GNUR-709 Nur Practice Role Develop (3)**

This first of four clinical courses begins focused work on the student's clinical scholarship project which synthesizes pertinent DNP Essentials. Students identify their population of interest and develop a problem statement using Zaccagnini and White's model as a framework. DNP students identify a clinical mentor and faculty advisor for their clinical scholarship project with the intent to change practice. At the end of the course, the student will present an initial proposal for their CSP which is submitted for approval before moving onto the second clinical course. Role theory is used to facilitate student progress toward the development of expert scholarly practice as a nurse with doctoral education focused on clinical problems. Graded S/U.

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-711 Advanced HCDS (3)**

This course examines the American healthcare system, comparing it to other systems of healthcare delivery. Strengths and weaknesses of international systems are explored. Structural indices and organizational analyses of healthcare systems are examined in relation to change. The role of public health; politics and policy development; risk assessment; interest group behavior; and influence and the politics of healthcare reform in rural, urban, and suburban areas are included. Analysis of health care systems in the context of advanced practice nursing and the development of evolutionary and revolutionary changes in the system are explored.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-713 Clinical Prog Development (3 TO 5)**

This second of four clinical DNP courses continues project planning for the student's clinical scholarship project. This phase of project development further demonstrates synthesis of pertinent DNP Essentials to transform clinical practice. Students expand on the clinical scholarship project's needs assessment, goals, objectives, and theoretical underpinnings identified in GNUR 709. The course focus is on the clinical scholarship project work planning and evaluation planning phases in Zaccagnini and White's DNP Process Project Model. Students complete a SWOT analysis, action plan/timeline, logic model, and provide evidence of an IRB proposal submission. This is a clinical course, and clinical hours in this course contribute to the final program clinical hour total.

Graded S/U.

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-715 Y



**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-715 Multiple Research Methods (3)**

This course focuses on the application and use of multiple research methods to improve clinical practice outcomes. The course will look beyond the traditional research methods to use action research, community-based research, and translational research methods. Research supports such as power analysis, data management, measurement strategies, epidemiologic designs, and designs that assess change and multiple comparisons will be considered. The emphasis is on the application of research strategies for clinical practice while encouraging flexibility in conceptualizing a study using different methods. The applicability of action research and evaluation to the change process and to continuous improvement within various venues will be explored. The iterative, participative, and emergent nature of the generation of new knowledge and practice innovations will be discussed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

### **GNUR-721 Clinical Practice Devel (3)**

In this third clinical course, models of advanced clinical practice will be reviewed. The clinical practice environment will be analyzed for its efficacy, effectiveness, and applicability to practice priorities. This course focuses on understanding the manner in which clinical practice, management and delivery of care affects practicing nurses as advanced practitioners. Seminars will focus on integrating legal, fiscal, models of quality improvement and leadership and other intervening variables that affect environments of care. Students will have the opportunity to design and develop an analytical nursing practice environmental project that pertains to their clinical interests. Students should be actively involved in the implementation of their CSP project (including data collection). A final poster including proposed data analysis, findings/discussion and conclusions/recommendations will be presented.

Graded S/U

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 C AND GNUR-713 C

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-723 Health Policy Implement (3)**

This course analyzes current major U.S. health policy issues and the critical processes and forces that shape them. The health policy issues addressed include: access, Medicare, Medicaid, the uninsured, public health, the impact of welfare policy on healthcare, managed care development and regulation, state and federal healthcare reform, and others. In addition, this course will examine international healthcare public policy issues affecting American healthcare policy and advanced practice nursing. Legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical, educational and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff, public agencies and professional organizations will be covered. Advanced nursing practice issues in a local, regional, state, federal, and global context of public policy influence, formulation, and sustenance will be discussed.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-725 Improve Health Populations (3)**

This course will examine the relationship between clinical practice environments and populations of care. Using population-based strategies for health improvement, the student will design and implement clinical projects to effect change. Using theories of public health and community health, students will apply strategies to selected populations. Diversity, access, and socioeconomic factors of specific populations will be discussed.

**Attributes:** TGNU ZCLX ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-732 International Nursing (3)**

This course provides an opportunity to learn about the culture, advanced nursing practice, and healthcare of other countries. International healthcare delivery models will be examined. Biostatistical and epidemiological global indicators of health and illness will be assessed. Comparisons of developed and developing countries in regard to health and illness will be reviewed. The student explores the concepts and applications of transcultural nursing and cultural competency. The evolution of advanced practice nursing throughout the world will be examined through international nursing organizations, journals, and interactions with foreign nurses. With additional credit, the student may elect to analyze, practice in, and study a particular nursing system in a foreign country.

**Attributes:** TGNU ZRES ZTRA



**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-734 The Nurse Educator (3)**

This course provides the student with an overview of the faculty role in higher education or clinical practice. It includes an overview of the development of curriculum through the examination of philosophies of education, learning theories, research in education, and the design of programs of learning in nursing. An overview of educational strategies examines the theory and research associated with the assessment of learners and the planning and implementation of the instructional process with various populations in classroom and clinical settings. Quantitative and qualitative evaluation of learning outcomes at the individual, class, and program levels are reviewed. Students study theory, techniques, and research on evaluation of clinical performance. Program-level evaluation includes models, standards, and measurement techniques, including the evaluation of educator performance.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

### **GNUR-736 Ad Pharm & Dx (3)**

This course is designed to support the student learning in targeted advanced practice roles and practice areas. This focus is on the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common path physiological states and advanced diagnostics support for specific areas. Students will have the opportunity to develop expertise in a specialized area by developing case studies and in-depth simulated rounds with patients within a specific population.

**Attributes:** ZRES

**Restrictions:** Including: -Major: Nursing Practice

### **GNUR-738 Health Law for Health Prof (3)**

Addresses health care regulation and structural issues including how healthcare institutions are legally organized, accredited, and financed. Fraud and abuse, healthcare transactions, and care distribution are discussed. Healthcare access and financing issues include private health insurance, ERISA, COBRA, HIPAA, Medicare, and other third-party reimbursement. Regulatory issues will be explored focusing on the regulatory environment affecting advanced practice nurses and other healthcare professionals; also included will be licensing, staff privileges, peer review and practice recognition.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Degree: Doctor of Nursing Practice

### **GNUR-740 Advanced Tech Clinical Mgt (3)**

This course includes an exploration of the advanced practice nurse's role in healthcare planning using current technologies and information systems. Healthcare informatics on the local, state, and federal levels will be explored. Ethical dimensions of informatics and the access to patient information will be discussed. The application of computer technology in healthcare and nursing will be explored. Following an introduction to hardware and software, special consideration will be given to clinical and administrative applications of information technology. Application of devices, software, and integration in clinical practice will be reviewed. Graded S/U.

**Attributes:** TGNU ZCLX ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice, Management Graduate

### **GNUR-741 Clinical Scholarship Cap (6)**

Students will undertake a clinical scholarship project as part of their capstone course in the doctor of nursing practice program. The capstone project will include needs assessment, program/project development, evaluation of an existing program, development of an assessment instrument/protocol for clients/populations, and cost/benefit analysis. The capstone project will be developed in consultation with the student's capstone project committee.

**Attributes:** TGNU ZCLX ZRES

**Prerequisites:** GNUR-701 C AND GNUR-703 C AND GNUR-705 C AND GNUR-707 C AND GNUR-709 S AND GNUR-715 C AND GNUR-721 S AND GNUR-723 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice -Program: Doctor of Nursing Practice, Doctor of Nursing Practice

### **GNUR-744 Grantsmanship/Health Profs (3)**

Grantsmanship is a skill necessary for health professionals in education, practice and research. This course is designed for those who have little or no experience in grantsmanship. This course reviews the various techniques, processes, and procedures required in several venues of grant writing, contract submission, projects and gift giving. Funding agencies and organizations often encourage new ideas, solutions to new and old problems including unexpected problems and needs through the means of grants, contracts, demonstration projects and gifts. This course will identify potential funding sources and agencies, review specific requirements related to funding priorities of organizations, and offer practice in the various elements of grant writing.

**Attributes:** TGNU ZRES

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice

**GNUR-751 Advanced CI Practicum (3)**

This course is designed for the Post-Baccalaureate DNP student. The course follows the completion of all family nurse practitioner or clinical nurse specialist clinical courses. The course supports the ongoing clinical learning and practice of the Post-Baccalaureate DNP student as she/he completes the program. The course offers the opportunity to practice nurse practitioner or clinical nurse specialist skills in preparation for the professional role of advanced and expert practice. The student will integrate concepts and theories of advanced practice into continuing clinical practice. The student will have the opportunity to practice alongside seasoned doctorally prepared nurse practitioners or clinical nurse specialists. In addition, the student will continue to prepare for national nurse practitioner or clinical nurse specialist board certification. Graded S/U.

**Attributes:** TGNU

**Prerequisites:** GNUR-682 C OR GNUR-688 C

**GNUR-796 Independent Study (1 TO 3)**

An opportunity to study in an area of nursing not offered in the DNP program. Completion of the Independent Study Authorization form is required.

**Attributes:** TGNU ZRES

**Prerequisites:** GNUR-701 C AND GNUR-715 C

**Restrictions:** Including: -Major: Nursing Practice, Nursing Practice

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# Wegmans School of Pharmacy

## Overview:

### Administration

Dr. Christine Birnie, *Interim Dean*

Dr. David McCaffrey, III, *Assistant Dean, Student Affairs*

### Department of Pharmacy Practice and Administration

Dr. Jack Brown, *Chair*

Dr. Karl G. Williams, J.D., *Vice-Chair Pharmacy Administration*

Dr. Nabila Ahmed-Sarwar, *Pharmacy Practice*

Dr. Lisa Avery, *Pharmacy Practice*

Dr. Gabriela Cipriano, *Pharmacy Practice*

Dr. Kelly Conn, *Pharmacy Administration*

Dr. Kathryn Ann Connor, *Pharmacy Practice*

Mr. Anthony Corigliano, *Pharmacy Practice*

Dr. Keith DelMonte, *Director of Experiential Education*

Dr. Alex DeLucenay, *Pharmacy Practice*

Dr. Shawn Fellows, *Pharmacy Practice*

Dr. Mona Gandhi, *Pharmacy Practice*

Dr. David Hutchinson, *Pharmacy Practice*

Dr. Katherine Juba, *Pharmacy Practice*

Dr. Jill Lavigne, *Pharmacy Administration*

Dr. Angela Nagel, *Pharmacy Practice*

Dr. Kobi Nathan, *Pharmacy Practice*

Dr. Christopher Noel, *Pharmacy Practice*

Dr. Elizabeth Phillips, *Pharmacy Practice*

Dr. Deirdre Pierce, *Pharmacy Practice*

Dr. Anne Schweighardt, *Pharmacy Practice*

Dr. Judianne C. Slis, *Pharmacy Practice*

Dr. Elizabeth Sutton-Burke, *Pharmacy Practice*

Dr. Melanie Woytowish, *Pharmacy Practice*

Dr. Matthew Zak, *Asst. Director of Experiential Education*

### Department of Pharmaceutical Sciences

Dr. Fang Zhao, *Interim Chair*

Dr. Christine R. Birnie, *Pharmaceutics*

Dr. Lipika Chablani, *Pharmaceutics*

Dr. Vivek Dave, *Pharmaceutics*

Dr. Melinda Lull, *Pharmacology*

Dr. Jennifer L. Mathews, *Pharmacology*

Dr. Amy L. Parkhill, *Pharmacology*

Dr. Ramil Sapinoro, *Pharmaceutical Sciences*

Dr. Anand Sridhar, *Medicinal Chemistry*

The Wegmans School of Pharmacy is dedicated to serving the pharmaceutical care needs of the public by preparing pharmacists to provide pharmaceutical care that enhances the health-related quality of life of the patients they serve. The School is committed to providing an environment that promotes academic excellence, service, and scholarship; encourages each student's intellectual and personal development; and fosters the development of lifelong learners committed to advancing the profession of pharmacy.

In July 2010, the Wegmans School of Pharmacy was granted full accreditation from the Accreditation Council for Pharmacy Education (ACPE).

## Academic Programs

# Doctor of Pharmacy

## Overview

The Doctor of Pharmacy (Pharm.D.) degree is awarded after successful completion of four years of professional study. Two years (62 semester credits) of pre-professional education is required for admission, followed by four years of professional studies. The curriculum is designed such that courses integrate information, building upon one another, and encompass both didactic and experiential learning. An integrated course model will be used to provide the foundations of drug actions. In this model, physiology, medicinal chemistry, and pharmacology are integrated to allow the student to see a broad view of how the physiochemical properties of medications interact with human physiology. The courses will be taught by system (i.e., cardiovascular, neurological, renal, etc.). Medications and human physiology pertinent to each system will be team-taught by faculty in their respective areas. Starting in the second year, an integrated course will be used to provide the foundations of the application of drug therapy to disease. Also taught by system (i.e., cardiovascular diseases, infectious diseases, etc.), the pathophysiology and application of drug therapy will be team-taught by faculty in their respective areas. Running throughout the first three years of the curriculum will be professional courses intended to provide the student with an opportunity to integrate and apply information and to work in small groups to complete projects and assignments, develop critical thinking skills, and foster collaboration. These courses will also provide early laboratory work in compounding and an opportunity for further development of both verbal and written skills. The curriculum also provides students with a broad range of introductory and advanced pharmacy practice experiences over the last three years of the professional curriculum. These experiences are student-centered, activity-based, outcome-oriented and they are designed to develop attitudes, values, and skills that foster the effective delivery of pharmaceutical care.

## About the program

## Admission Requirements

Admission to the Doctor of Pharmacy program requires the equivalent of two years (62 semester hours) of pre-professional education at an accredited college or university. Application may be made after completion of 30 semester hours of coursework. Minimum course requirements are:

English Composition	(3)
Speech	(3)
English/Literature Elective	(3)
Humanities and Social/Behavioral Science	(12)
Biology (with lab)	(12)
Calculus	(3)
General Chemistry (with lab)	(8)
Organic Chemistry (with lab)	(8)
Physics (with lab)	(4)
Statistics	(3)
Economics (Microeconomics is preferred)	(3)

Grades below “C” cannot be accepted toward completion of these requirements. A minimum grade point average of 2.75 is required for both cumulative and science courses. All science courses (Chemistry, Biology, and Physics) must include a laboratory with each lecture. All pre-professional coursework must be completed prior to matriculating into the School of Pharmacy.

## Application Process

### Submit Application Through PharmCAS

Submit an online application to [PharmCAS \(Pharmacy College Application Service\)](#), a centralized application service that offers the convenience of one general application for multiple Pharm.D. programs. Applications must be received by PharmCAS no later than **March 1**. Applicants are encouraged to complete the application process early. Incomplete applications will not be processed by PharmCAS or the Wegmans School of Pharmacy.

Your PharmCAS application, PharmCAS fee, PCAT scores, official transcripts from all previously attended institutions, and two letters of recommendation must be submitted directly to PharmCAS for verification.

Complete applications for admission to the Wegmans School of Pharmacy will be processed upon receipt. The Admissions Committee will identify and invite the most qualified candidates to campus for an interview. Interviews will be conducted on a

rolling basis. The Admissions Committee will notify applicants of a decision on a rolling basis. **Early completion of the application process is recommended.**

### Special Instructions for International Applicants/Foreign Transcripts

The Wegmans School of Pharmacy requires **TOEFL** scores for non-native English speaking applicants. The minimum acceptable score on the TOEFL is 575 (paper-based), 233 (computer-based), or 80 (internet-based). Foreign transcripts must be sent to an evaluation service for a course-by course report. Send this report directly to PharmCAS. Please see [www.pharmcas.org](http://www.pharmcas.org) for a list of approved foreign evaluation services.

### Criminal Background Check Requirements

Students accepted to the Wegmans School of Pharmacy are subject to criminal background checks. All accepted students are required to complete this procedure prior to matriculation into the Wegmans School of Pharmacy. It is the students responsibility to assume expenses related to this requirement. Students must follow procedures for completing a criminal background check as instructed by the Wegmans School of Pharmacy.

Read the entire [Criminal Background Check \(CBC\) Policy \[pdf\]](#)

### Additional Information

- [Additional Requirements for Curriculum Completion \[pdf\]](#)
- [Professional Standards for Graduation \[pdf\]](#)
- [Computer Requirements for Accepted Students \[pdf\]](#)

### Program Requirements

## Course Sequence

### FIRST PROFESSIONAL YEAR

#### Fall

Course	Title	Credits
PHAR 3117	Top 200 Drugs I	(1)
PHAR 3122	Pharmacy Calculations	(2)
PHAR 3135	Healthcare Delivery	(3)
PHAR 3142	Pharmaceutics I	(4)
PHAR 3144	Systems Pharmacology I	(4)
PHAR 3148	Biosystems I	(4)
Total		(18)

#### Spring

Course	Title	Credits
PHAR 3217	Top 200 Drugs II	(1)
PHAR 3218	Introduction to Diversity	(1)
PHAR 3226	State Pharmacy Law	(2)
PHAR 3227	Drug Information	(2)
PHAR 3240	Biosystems II	(4)
PHAR 3242	Pharmaceutics II	(4)
PHAR 3244	Systems Pharmacology II	(4)
Total		(18)

## SECOND PROFESSIONAL YEAR

### Fall

Course	Title	Credits
PHAR 4112	Applied Pharmaceutics I	(1)
PHAR 4135	Communications and Counseling Skills	(3)
PHAR 4139	Introductory Pharmacy Practice Experience I	(3)
PHAR 4144	Systems Pharmacology III	(4)
PHAR 4157	Applied Pathophysiology and Therapeutics I	(5)
Total		(16)

### Spring

Course	Title	Credits
PHAR 4212	Applied Pharmaceutics II	(1)
PHAR 4236	Population-Based Healthcare	(3)
PHAR 4238	Self-Care & Natural Products	(3)
PHAR 4244	Systems Pharmacology IV	(4)
PHAR 4257	Applied Pathophysiology and Therapeutics II	(5)
Total		(16)

### Summer

Course	Title	Credits
PHAR 4339	Introductory Pharmacy Practice Experience II	(3)
Total		(3)

## THIRD PROFESSIONAL YEAR

### Fall

Course	Title	Credits
PHAR 5119	Introductory Pharmacy Practice Experience III	(1)
PHAR 5225	Federal Pharmacy Law	(2)
PHAR 5127	Literature Evaluation	(2)
PHAR 5137	Concepts in Pharmacy Practice I	(3)
PHAR 5144	Systems Pharmacology V	(4)
PHAR 5157	Applied Pathophysiology and Therapeutics III	(5)
Total		(17)

### Spring

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Course	Title	Credits
PHAR 5219	Introductory Pharmacy Practice Experience IV	(1)
PHAR 5125	Ethics in Pharmacy Practice	(2)
PHAR 5236	Managing Practice and Personnel	(3)
PHAR 5237	Concepts in Pharmacy Practice II	(3)
PHAR 5267	Applied Pathophysiology and Therapeutics IV	(6)
<b>Total</b>		<b>(15)</b>

In addition to these required courses, all students must also complete six credit hours of electives during the second and third years of the curriculum.

## FOURTH PROFESSIONAL YEAR

Advanced practice experientials in the fourth year will consist of seven six-week rotations. Required rotations will include internal medicine, ambulatory care, community practice, and hospital practice. Elective rotations could include pediatrics, drug information, infectious disease, ICU/critical care, emergency medicine, advanced hospital practice, managed care, psychiatry, geriatrics, hospice, nutrition, kinetics, or any other approved elective.

## Graduation Requirements

To receive the Pharm.D. degree from St. John Fisher College, a student must:

- Successfully complete all prerequisite coursework for admission.
- Successfully complete all pharmacy coursework and professional requirements (Interprofessional Education, Continuing Professional Development, professional meetings, and volunteerism requirements) at the Wegmans School of Pharmacy.
- Have a minimum 2.00 cumulative grade point average for all classes taken in the School of Pharmacy.
- Satisfy all financial and library obligations to the College.
- Be approved by the faculty for graduation.
- Regardless of academic achievement, a student on disciplinary probation may not graduate from St. John Fisher College until the probation has been removed.

## Courses

### PHAR-3117 Top 200 Drugs I (1)

This course will provide an introduction to the pharmacy practice environment by developing knowledge of the history of pharmacy practice, an introduction to and working knowledge of interprofessional education, along with a review of the medications that are most commonly used. By the end of the course students shall have a working knowledge of the major developments that have helped shape modern practice, understand how pharmacists work collaboratively with other health care professionals, appreciate the nature of inter-professional communication within the health care team, and be able to recognize the brand/generic names of the top 200 drugs. Formerly titled: Top 200 Drugs

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

### PHAR-3117 Intro to Pharmacy Practice (1)

This course will provide an introduction to the pharmacy practice environment by developing knowledge of the history of pharmacy practice, an introduction to and working knowledge of interprofessional education, along with a review of the medications that are most commonly used. By the end of the course students shall have a working knowledge of the major developments that have helped shape modern practice, understand how pharmacists work collaboratively with other health care professionals, appreciate the nature of inter-professional communication within the health care team, and be able to recognize the brand/generic names of the top 200 drugs. Formerly titled: Top 200 Drugs

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

### PHAR-3122 Pharmacy Calculations (2)

This class is an introduction to prescription terminology, systems of measurement, and pharmacy calculations. Students will apply appropriate mathematical concepts found within the practice of pharmacy, including prescription compounding and patient-specific determinations. Emphasis will be placed on improving and applying problem-solving skills for the needs of an individual patient within the practice of pharmacy.

### PHAR-3135 Healthcare Delivery (3)

This introductory course provides the Pharmacy student with an overview of the financing, organization, and regulation of healthcare. We begin by covering core concepts of health economics (including the demand and supply of medical care,



insurance, and health professionals). We introduce the health care professionals and key concept of interprofessional, team-based, patient-centered care, followed by an introduction to the scope of pharmacy practice nationally and in New York State, including specific healthcare settings such as long term care.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-3142 Prin Pharmaceutical Sci (4)**

This course is intended to provide a foundation of the principles that are fundamental to the study of pharmaceuticals and drug delivery, including physical pharmacy and dosage form design. The students will study the design, composition and proper use of dosage forms, including manufactured commercial products for the mass market and extemporaneously compounded preparations for the individual patients. Basic concepts in drug delivery will be discussed in relation to the dosage forms. An emphasis will be placed on how to select the optimal dosage form for the drug molecule and disease condition based on the pharmaceutical principles. A broad overview of the drug development and approval process in industry will also be provided.

#### **PHAR-3142 Pharmaceutics I (4)**

This course is intended to provide a foundation of the principles that are fundamental to the study of pharmaceuticals and drug delivery, including physical pharmacy and dosage form design. The students will study the design, composition and proper use of dosage forms, including manufactured commercial products for the mass market and extemporaneously compounded preparations for the individual patients. Basic concepts in drug delivery will be discussed in relation to the dosage forms. An emphasis will be placed on how to select the optimal dosage form for the drug molecule and disease condition based on the pharmaceutical principles. A broad overview of the drug development and approval process in industry will also be provided.

#### **PHAR-3144 Systems Pharmacology I (4)**

This course introduces students to important concepts in anatomy, physiology, pharmacology and pharmacogenomics to provide a foundation for pathophysiological principles and the rational basis of various pharmacotherapeutic strategies considered later in the curriculum.

#### **PHAR-3148 Biosystems I (4)**

This course introduces important chemical and biological concepts to lay a foundation for pharmacological and pathophysiological principles considered later in the curriculum. A strong emphasis is placed on the integration of these fundamentals essential to the study of pharmaceutical sciences.

#### **PHAR-3217 Top 200 Drugs II (1)**

This course will develop students' understanding of the most commonly prescribed drugs they will encounter in the community and hospital setting. By the end of the course students should be able to recognize brand/generic names for the covered drugs, mechanism of action, and important counseling points. Prior to class students should review the incomplete drug table to facilitate an open dialogue with the content expert. During lecture the content expert will review each medication and provide the class with the missing components to the drug table.

**Prerequisites:** PHAR-3117 C

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-3218 Introduction to Diversity (1)**

The goal of this course is to increase student's knowledge and broaden their perception of diverse populations. Differences in race, sexual orientation, culture, religion, and physical ability will be discussed. The course will focus on how diversity influences patients' perceptions of the healthcare system and how healthcare providers can better serve these diverse populations. The class will include guest lecturers, films, group discussion, and reflective writing assignments. Graded S/U for Pharmacy students.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-3226 State Pharmacy Law (2)**

This course examines the role of New York State government in the regulation of pharmacists, pharmacy practice, and drug products. Students learn about both the structure and the substance of the pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the NYS Controlled Substances Act, the regulations associated with these, pharmacy "malpractice" law, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-3227 Drug Information (2)**

This course will provide a detailed review of the process of providing drug information using the systematic approach of retrieval and dissemination. Students will learn the intended applications of a wide variety of reference materials and gain insight into the appropriate use of such materials in clinical practice. Students will gain experience in utilizing commercial online references and indexing services such as Medline. Students will be given assignments that will provide hands-on experience in locating drug information and preparing written and verbal responses. Students will also learn how to identify valid and credible sources of drug information.

#### **PHAR-3240 Biosystems II (4)**

The preparatory concepts examined in this course lay a foundation for pharmacological and pathophysiological principles considered later in the curriculum. A strong emphasis is placed on metabolic and cellular interactions, maintaining cellular homeostasis, and the interplay between host-defense and pathogenic microbes. Students will participate in a Team-based

Learning project integrating fundamental concepts covered in Biosystems I and II.

#### **PHAR-3242 Pharmaceutics (4)**

This course is a continuation of the two-semester series on commonly used pharmaceutical dosage forms and drug delivery systems. In addition, this course examines the absorption, distribution, metabolism and excretion (ADME) processes of drugs and the contributing factors. The principles of pharmacokinetic modeling will be discussed extensively to provide the foundation for rational design of dosing regimens for individual patients.

**Prerequisites:** -

#### **PHAR-3242 Pharmaceutics II (4)**

This course is a continuation of the two-semester series on commonly used pharmaceutical dosage forms and drug delivery systems. In addition, this course examines the absorption, distribution, metabolism and excretion (ADME) processes of drugs and the contributing factors. The principles of pharmacokinetic modeling will be discussed extensively to provide the foundation for rational design of dosing regimens for individual patients.

**Prerequisites:** PHAR-3122 D AND PHAR-3142 D

#### **PHAR-3244 Systems Pharmacology II (4)**

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating disorders of the autonomic nervous system, the respiratory system, the cardiovascular system, and the renal system. The relevant anatomy and physiology of each system is discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

#### **PHAR-4112 Applied Pharmaceutics I (1)**

This course is a continuation in the pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical solution, emulsion, suspension, semi-solid, and solid dosage forms with emphasis on the selection of excipients for extemporaneous compounding. Prescription reading, pharmacy calculations, and an opportunity for patient counseling in the use of the compounded product will also be implemented.

**Prerequisites:** PHAR-3242 C

#### **PHAR-4117 Therapeutic Case Study I (1)**

This course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmaceutical care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmaceutical care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

**Prerequisites:** PHAR-4147 Y C

#### **PHAR-4135 Comm & Counseling Skills (3)**

This course examines the principles of communication with a particular focus on health-related interactions. Effective communication is essential in the practice of pharmacy. Patient-centered care implies accepting responsibility for and reckoning with expectations for proper counseling. Students learn techniques and strategies that can be used by pharmacists to enhance communication with patients, colleagues, health care professionals, and other interested parties. Emphasis is placed on skills that will enable students to develop and maintain constructive interpersonal relationships in a variety of pharmacy practice settings. Coursework consists mostly of didactic lecture/discussion, with some role-play presentations by students. Graded S/U.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-4139 Intro Pharmacy Prac Exp I (3)**

This course will provide the student with actual experience in a working community pharmacy for a minimum of eight hours per week for 15 weeks. The students will learn and practice the basics of dispensing medications, counseling patients, and the basics of operating a pharmacy in a safe and legal fashion. In addition, there will be didactic classwork to allow for reflection, student discussion, and critical thinking. The discussions will review student activities that occurred on rotation. Graded S/U.

#### **PHAR-4144 Systems Pharmacology III (4)**

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating select disorders of the cardiovascular, inflammatory, gastrointestinal, and endocrine systems. The relevant anatomy and physiology of these systems are discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

#### **PHAR-4147 Pathophys&Therapeutics I (4)**

This course presents the prevalence, presentation, diagnosis, natural course and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on

individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of pathophysiology, clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of diagnostics and clinical laboratory tests.

### **PHAR-4157 Pathophys&Therapeutics I (5)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

**Restrictions:** Including: -Major: Management (Graduate), Pharmacy

### **PHAR-4157 Applied Patho & Therap I (5)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

### **PHAR-4212 Applied Pharmaceutics II (1)**

This course is a continuation in the Pharmaceutics sequence focusing on problem based learning in a laboratory setting. This laboratory will provide students with an opportunity to apply knowledge gained in Pharmaceutics lectures to practical situations. The student will also develop the skills needed for the preparation and dispensing of pharmaceutical dosage forms, including compounded sterile preparations. Prescription reading, pharmacy calculations and an opportunity for patient counseling in the use of the compounded product will also be implemented.

**Prerequisites:** PHAR-4112 C

### **PHAR-4217 Therapeutic Case Study II (1)**

This course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmaceutical care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmaceutical care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

**Prerequisites:** PHAR-4247 YD

### **PHAR-4235 Pharmacy Law (3)**

This course examines the role of government in the regulation of pharmacists, pharmacy practice, and drug products. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the New York pharmacy practice law, the federal Food Drug and Cosmetic Act, the Controlled Substances Acts (both NYS and federal), the regulations associated with these, the common law, and other law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition students will be challenged to think critically about American-style regulatory process and its effects on patients, practice and society.

**Restrictions:** Including: -Major: Management, Pharmacy

### **PHAR-4236 Population-Based Hlth Care (3)**

Population based healthcare is an emerging discipline covering a variety of methods used to manage both resources and patient health outcomes. In this course we first master the basic methods and applications of pharmacoeconomics, with a focus on understanding the value provided by a particular drug relative to other treatment or policy choices. After an overview of pharmacoepidemiology study designs, we briefly consider key factors, methods and reporting opportunities that a clinician should consider when faced with a potential adverse effect of prescription drug use. Finally, we consider a variety of methods and case studies in population health management.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

### **PHAR-4238 Self Care & Nat. Prod. (3)**

This course is designed to focus on the therapeutic aspects of self-care (i.e., using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

### **PHAR-4244 Systems Pharmacology IV (4)**

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents in treating central nervous system disorders. The relevant anatomy and physiology of this system is discussed in detail, as are the molecular disease etiologies of the disorders. The properties and actions of the pharmacological agents used in the treatment of each disorder and the molecular, cellular, and systems effects of these agents are discussed. A primary focus of this and all courses in this sequence is integration of concepts.

### **PHAR-4247 Pathophys&Therapeutics II (4)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests.

### **PHAR-4257 Pathophys&Therapeutics II (5)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

### **PHAR-4257 Applied Patho & Therap II (5)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

### **PHAR-4339 Intro Pharmacy Prac Exp II (3)**

This Introductory Pharmacy Practice Experience (IPPE) rotation is the second of four introductory rotations offered at the Wegmans School of Pharmacy (WSOP). This course will provide the student with actual experience in a working institutional pharmacy for four consecutive weeks. The student will learn and practice the basics of dispensing medications in a safe and legal fashion. Graded S/U.

### **PHAR-5117 Therapeutic Case Study III (1)**

Students will be given patient scenarios and will work as a team to go through a series of hypotheses regarding the scenario. The team will collect additional information from available sources (e.g., patient, literature), assess the overall situation, and develop a pharmaceutical care plan as a final outcome. Each semester, a number of scenarios will be developed to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will then carry over to real-life settings in the experiential part of the program and in the future as professional pharmacists.

**Prerequisites:** PHAR-5147 YD

### **PHAR-5117 Therapeutic Case Study III (1)**

Students will be given patient scenarios and will work as a team to go through a series of hypotheses regarding the scenario. The team will collect additional information from available sources (e.g., patient, literature), assess the overall situation, and develop a pharmaceutical care plan as a final outcome. Each semester, a number of scenarios will be developed to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will then carry over to real-life settings in the experiential part of the program and in the future as professional pharmacists.

**Prerequisites:** PHAR-5147 YD

### **PHAR-5119 Intr Pharmacy Prac Exp III (1)**



This course will provide the student with working experience in a long term care facility, where greater than 80% of the resident population is geriatric (65 years of age or older). The focus of this course is on patient interviews and completing assignments that introduce the student to the provision of pharmaceutical services (F425) in a long term care facility (LTC) as described in the Department of Health and Human Services (DHHS) Centers for Medicare and Medicaid Services (CMS) Manual System. Students will be introduced to the role of the pharmacist as part of a health care team as it relates to providing medication regimen review (F428) to identify unnecessary drugs and manage medications (F329) targeted to older adults and those with debilitating diseases requiring long term placement. Students will use CONSULT notes to document information collected during patient interviews and medication regimen review. In addition to on site experience, there will be a class that meets weekly to help the student develop the skills necessary to complete on site tasks and reinforce what is being learned on site through the use of lecture, reflection, student discussion and critical thinking. Graded S/U.

#### **PHAR-5125 Ethics in Pharmacy Pract (2)**

This course prepares students to approach ethical dilemmas objectively with a thorough understanding of professional moral responsibility. This course assists students to: distinguish ethical from other kinds of issues in professional practice, identify the morally relevant features of a case, identify the moral options open to a pharmacist faced with a moral problem, provide justification for the best options, consider counter-arguments for one's position, practice the act of responding personally to an ethical problem in clinical practice through 1:1 interaction, and enhance commitment to promoting the dignity of others. Practicing pharmacists are called upon to resolve ethical conflicts; this is unavoidable. Whether dramatic or relatively trivial, the choices made are important. Also, as practice evolves toward increasing application of the principles and methods of pharmaceutical care acumen and skill in management of ethical issues is crucial.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-5127 Literature Evaluation (2)**

This course will provide the student with a knowledge base, techniques, and skills for information retrieval, evaluation of medical and pharmaceutical practice literature, and application to specific patient problems. Students will retrieve appropriate medical information and gain an understanding of appropriate research design and methodology. By applying these principles together with biostatistics, students will critically evaluate medical information in the literature, and apply research findings to patient care situations.

#### **PHAR-5137 Concepts Pharmacy Pract I (3)**

This course guides students to apply and employ their therapeutic knowledge and pharmaceutical care skills that they have developed in previous courses in the domains of pharmacotherapy, professional communications, patient assessment, education, and pharmacy practice.

It is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic workshops, simulated patient interactions, seminar preparation and presentations and basic physical assessment training. There will be a focus on continuity of evaluation to ensure consistent student improvement throughout the semester. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, patient counseling and education. They will also learn how to do basic patient screenings such as taking blood pressures, glucose monitoring and the proper use medication delivery devices. The simulated patient scenarios will be a major part of this course and include videotaping as an assessment tool for evaluation, feedback and professional growth.

**Prerequisites:** PHAR-4147 D AND PHAR-4247 D

#### **PHAR-5144 Systems Pharmacology V (4)**

This course examines those topics that provide the foundation for the rational use of pharmacotherapeutic agents to treat infectious diseases and neoplasms. Relevant aspects of the physiology of microbial, viral and mycotic pathogenic organisms will be discussed. The molecular etiology of cancer and the various stages of tumor development will also be introduced. Those chemotherapeutic agents used for the purpose of eradicating the invading populations will be presented with an emphasis on their chemical characteristics and their mechanistic and systemic actions. A primary focus of this and all courses in this sequence is integration of concepts.

#### **PHAR-5147 Pathophys&Therapeutics III (4)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug-related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions and interpretation of clinical laboratory tests.

#### **PHAR-5157 Pathophys&Therapeutics III (5)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

#### **PHAR-5157 Applied Patho & Therap III (5)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease

states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

#### **PHAR-5217 Therapeutic Case Study IV (1)**

This course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmaceutical care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmaceutical care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

**Prerequisites:** PHAR-5247 Y D

#### **PHAR-5219 Intro Pharmacy Prac Exp IV (1)**

This Introductory Pharmacy Practice Experience (IPPE) rotation is the fourth and final introductory rotation offered at the Wegmans School of Pharmacy (WSOP). The focus of this rotation is to introduce students to the activities and assignments required to successfully complete Advanced Pharmacy Practice Experience (APPE) rotations. Preceptors will be WSOP faculty. Students may also have the opportunity to work with and learn from a WSOP APPE student. This is a 30-hour rotation that also includes classroom sessions to reinforce on-site learning and allow for reflection. Graded S/U.

#### **PHAR-5225 Federal Pharmacy Law (2)**

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

**Restrictions:** Including: -Major: Management, Pharmacy

#### **PHAR-5225 Federal Pharmacy Law (0 OR 2)**

This course examines the role of the federal government in the regulation of pharmacy practice and the interplay with New York State pharmacy law. Students will learn about both the structure and the substance of pharmacy practice environment. Students will obtain a working knowledge of the federal Food, Drug, and Cosmetic Act, the federal Controlled Substances Act, the regulations associated with these, the common law, and other federal law relevant to practice. These tools are necessary to be able to practice effectively and efficiently. In addition, students will be challenged to think critically about American-style regulatory process and its effects on patients, practice, and society.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-5236 Managing Prac & Personnel (3)**

This course covers basic management principles involved in pharmacy practices from manufacturing to the consumer. Management theories, marketing strategies, regulatory issues, contracts, accounting concepts, and pharmacy security are some of the issues covered throughout the course. Drug evaluation, processing, drug acquisition, inventory, and storage will also be discussed. In addition, human resource management, including selection, performance appraisal, and diversity issues, will be covered.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy

#### **PHAR-5237 Concepts Pharmacy Pract II (3)**

This course is the second of a two course sequence. It applies the same concepts in the Concepts in Pharmacy Practice I course to a new set of patient and pharmaceutical care scenarios. The same four domains; practice simulation, health assessment, seminar, and disease management certification will be included in this course. As the final pharmaceutical care course before students begin their advanced practice experience rotations in a real patient care setting, it is designed to integrate all aspects of pharmaceutical care in a simulated practice environment in a systems based approach. The course consists of didactic, discussion, and simulated patient care activities that are closely monitored and evaluated by faculty. Students will gain practical experience in prescription assessment, patient profile review, clinical problem solving, and patient counseling and education.

**Prerequisites:** PHAR-5137 D

#### **PHAR-5238 Self Care&Natural Products (3)**

This course is designed to focus on the therapeutic aspects of self-care (i.e. using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments.

The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5238 Self Care&Natural Products (3)**

This course is designed to focus on the therapeutic aspects of self-care (i.e. using over-the-counter and natural remedy products). The course is designed to strengthen student skills in the art of patient interviewing and appropriate triage of ailments. The course will center on the pharmacist's role in making professional decisions concerning these medications and in providing advice to patients in selecting drugs for self-medication.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5257 Pathophys&Therapeutics IV (5)**

The course presents the prevalence, presentation, diagnosis, natural course and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principals of clinical pharmacokinetics, drug interactions, adverse reactions and interpretation of clinical laboratory tests.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5267 Pathophys&Therapeutics IV (6)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

### **PHAR-5267 Applied Patho & Therap IV (6)**

The course presents the prevalence, presentation, diagnosis, natural course, and therapeutic options for treating major disease states. A significant amount of time will be spent learning the process of choosing the optimal therapeutic regimen based on individual patient characteristics and demonstrated benefits and risks of drug therapy. Monitoring the effectiveness of the selected therapy and identifying and solving drug related problems will also be emphasized. Included in this course are general principles of clinical pharmacokinetics, drug interactions, adverse reactions, and interpretation of clinical laboratory tests. The laboratory component of this course utilizes various instructional techniques such as problem- and case-based learning to evaluate a patient case and develop a pharmacists' care plan. Each team will collect additional information from available sources (e.g. patient, literature, etc.) and then assess and develop a pharmacists' care plan or answer specific questions related to the case as a final outcome. Each semester a number of case scenarios will be provided to allow students to develop strong critical analysis and problem-solving skills in simulated settings that will carry over to real-life settings in the experiential portion of the curriculum and in the future as a professional pharmacist.

### **PHAR-5501 Intro to Medical Missions (2)**

This elective course discusses the philosophy of missions, our responsibility as healthcare professionals to the underserved, and how we as medically trained professionals can use our training to further mission work and serve others. The course will be based on a Christian faith foundation and will contain a service component requirement with opportunities to participate in a short-term medical mission trip.

**Restrictions:** Excluding: -Level: Undergraduate

### **PHAR-5502 Introduction to Research (2)**

This course will introduce the students to research opportunities in pharmaceutical, clinical, and administrative sciences. Students will interact with individual faculty members to explore their research interests. Students will perform literature searches on current research topics and develop original research projects involving one or more disciplines. This course will also familiarize the students with communication and dissemination of scientific information in written and verbal formats, such as papers and review articles, poster and podium presentations, and seminars.

### **PHAR-5503 Substances of Abuse (2)**

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of substance abuse and chemical dependency. Students will be given an overview of the various substances of abuse that alter mood, level of perception, or brain functioning. The course will also describe procedures for the identification, referral, and treatment of addictions and the support mechanisms for individuals recovering from addictions.

### **PHAR-5504 Topics in Pharmacy Law (2)**

This course is designed to review the court-made-law pharmacy practice issues that are either not normally covered elsewhere in the curriculum and/or are currently evolving in the courts, legislatures, and regulatory agencies. This might include, but would not be limited to, topics such as purchasing, advertising, contraception, access to medication, right to refuse medication,



criminal acts, civil rights, constitutional law, property law, and more.

#### **PHAR-5505 Community Pharmacy Mgmt (2)**

This is a two-credit-hour course taught by community practitioners. The course will provide the student with the practical information and skills needed to practice in a community pharmacy setting. The content will focus on the gap between what is taught in pharmacy school and the knowledge needed to practice community pharmacy in the 21st century. Practical issues such as customer service, performance evaluations, and job stress will be discussed. In addition, unique pharmacy practice settings, such as compounding pharmacy services, will be presented.

#### **PHAR-5506 Physical Pharmacology (2)**

This is a didactic course designed to explain physiological and pharmacological structures and processes in terms of fundamental physical and chemical principles. The course focuses on development and use of unified concepts and models that offer simple descriptions of complicated systems. Permission of the instructor is required to register.

#### **PHAR-5507 Forensic Toxicology (2)**

This lecture and group discussion-based course is designed to acquaint the student with the science of toxicology. The course will introduce basic toxicological principles and methods as well as a number of different toxins and poisons. Special emphasis will be placed on the applied fields, including forensic and environmental toxicology. (Formerly titled: Forensic Toxicology)

#### **PHAR-5507 Toxins & Poisons (2)**

This lecture and group discussion-based course is designed to acquaint the student with the science of toxicology. The course will introduce basic toxicological principles and methods as well as a number of different toxins and poisons. Special emphasis will be placed on the applied fields, including forensic and environmental toxicology. (Formerly titled: Forensic Toxicology)

#### **PHAR-5508 AIDS: Prin, Pract, & Pol (2)**

An introduction and overview of the Acquired Immune Deficiency Syndrome (AIDS) for the pharmacy student. This course combines HIV-related presentations and journal club presentations, along with a series of multidisciplinary presentations on the epidemiology, sociology, and psychology of HIV/AIDS. Class will include guest lecturers, films, and group discussion. A service learning component consisting of at least 15 hours of community service will be required of all students.

#### **PHAR-5509 Prof Issue Substance Abuse (2)**

This course prepares students to recognize, detect, prevent, and manage the effects of the substance abuse that affects practice from both internal and external sources. Topics include, but are not limited to, signs and symptoms of substance abuse, prevention of diversion of controlled substances, formal and informal substance abuse treatment programs, limitation of the license to practice, and other issues impacting professional practice.

#### **PHAR-5510 Independent Research (1 TO 3)**

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution. This course may be repeated a maximum of four times. Graded S/U.

#### **PHAR-5510 Independent Research (1 TO 4)**

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution. This course may be repeated a maximum of four times. Graded S/U.

#### **PHAR-5510 Independent Research (1 TO 3)**

This elective course is designed to allow students to pursue research interests and become familiar with techniques used in basic or clinical research. In collaboration with a faculty advisor, each student will select an appropriate research problem and work toward its solution. This course may be repeated a maximum of four times. Graded S/U.

Permission of the instructor is required to register.

#### **PHAR-5511 Perspectives Public Health (3)**

Leadership in population-based approaches to healthcare requires collaboration with a variety of community leaders and providers. A broad-based education in public health issues may provide students with insight into both the complexity and opportunity presented by these issues in our community. This course is designed to give students a framework for understanding the role of pharmacy in public health, to expose them to healthcare leaders and decision-makers across an array of disciplines in our community, and to provide examples of innovative public health programs.

#### **PHAR-5512 Complementary & Alt. Med. (2)**

This course will introduce the student to unique aspects of complementary and alternative medical care which is widely used in the U.S. Students will learn to understand the influences of these alternative therapies on western medicine. This course will offer an understanding of the theories and practice of commonly used alternative medical therapies.

#### **PHAR-5513 Conversational Spanish (2)**

This is a two-hour-per-week elective course for students interested in refining their Spanish conversational skills in order to engage in more effective and immediate communication with their Spanish-speaking patients on a regular basis. Participants will be guided to produce immediate verbal responses to patient input which enhances listening and comprehension skills. Students who enroll are expected to have successfully completed at least two years of college-level language instruction. Permission of the professor is required to register.

#### **PHAR-5514 Topics in Drug Delivery (2)**

Drug delivery systems can be intelligently designed to enhance new and existing drug therapies. This course builds upon the introductory pharmaceuticals course and covers current topics in drug delivery. Approximately 5 to 7 topics will be covered entirely through case studies. For each topic, the students will first review the advantages and limitations of existing drug delivery systems. The students will then perform an in-depth analysis on the new delivery system and/or the related manufacturing

technologies. Through these case studies, the students will also be exposed to controversial topics on intellectual properties and regulatory strategies.

#### **PHAR-5515 Advanced Extemp Compound (1 OR 2)**

This elective course is designed to build upon the extemporaneous compounding skills learned during the pharmaceuticals sequence. The student will assist instructors in the applied pharmaceuticals laboratory courses, including development, preparation, and instruction of the compounding experiments. This course will also include a component involving interaction with compounding pharmacists in the community. Graded S/U. Permission of the professor is required to register.

#### **PHAR-5516 Pharmaceutical Biotech (2)**

Biopharmaceuticals comprised the fastest-growing category of drugs in recent years. Present and future research efforts are highly concentrated on these compounds. This course will introduce students to various biotechnology-derived drugs and drug products. Students will learn about physicochemical aspects of protein-like compounds and the production, processing, and characterization of these drugs. The unique challenges presented in delivery and pharmacokinetics as well as formulation development of these proteins will be discussed. Some commonly used biotech products will be reviewed. In the end, the issues related to the handling of biopharmaceuticals in the practice setting will be discussed.

#### **PHAR-5517 Pain & Palliative Care (2)**

Pain and palliative care are emerging areas of pharmacy practice. This course will provide students with a detailed understanding of pain and symptom management treatments for patients with advanced illness. Students will also learn methods to communicate and provide pharmaceutical care to pain and palliative care patients, caregivers, and interdisciplinary team members.

#### **PHAR-5518 Medication Safety (2)**

This course consists of lectures, in-class discussions, and assignments (including fieldwork) designed to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors; the evolution of concern about medication errors, adverse drug events, medical error, and patient safety; and the principles, techniques, and technology for reducing errors and their effect on patients.

#### **PHAR-5518 Medication Errors & Safety (2)**

This course consists of lectures, in-class discussions, and assignments (including fieldwork) designed to introduce the student to issues surrounding medication errors, patient safety, and the design of error-free medication systems. The course goal is to give students an understanding of the principles of human and systems errors; the evolution of concern about medication errors, adverse drug events, medical error, and patient safety; and the principles, techniques, and technology for reducing errors and their effect on patients.

#### **PHAR-5519 Leadership in Pharmacy Pra (2)**

This course will introduce students to the basic concepts of leadership, with a focus on applying these concepts to personal development, professional relationships, and the pharmacy profession. Students will identify personal strengths and values, and engage in reflection and other activities on using their strengths to build their own leadership style. Students will also have the opportunity to interact and learn from local leaders in the profession of pharmacy. Finally, students will draft personal strategic plans for their success in the profession.

#### **PHAR-5519 Strategic Leadership (2)**

This course will introduce students to the basic concepts of leadership, with a focus on applying these concepts to personal development, professional relationships, and the pharmacy profession. Students will identify personal strengths and values, and engage in reflection and other activities on using their strengths to build their own leadership style. Students will also have the opportunity to interact and learn from local leaders in the profession of pharmacy. Finally, students will draft personal strategic plans for their success in the profession.

#### **PHAR-5520 Pharmacy Informatics (2)**

This course discusses the role of information and technology as they apply to pharmacy practice as well as other health care professions. The objective of the course is not to focus on specific hardware or software systems, but to provide the student with an appreciation of the utility and advancement of these systems, as well as their detractors, as an essential part of the clinical decision-making process. Topics to be covered will include, but are not limited to: information management; technology models and infrastructure; automation in medication dispensing; telecommunications; point-of-care technologies and decision support; data storage and retrieval; e-commerce; electronic prescribing; patient privacy; and security.

#### **PHAR-5521 Geriatric Health Care (3)**

With the expected rise in the geriatric population, there will be an increased need for health care professionals with training and expertise in geriatric therapeutics. This course is facilitated by an interdisciplinary faculty and focuses on health and quality of life issues of elders residing in both the community and in long-term care settings. Basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, psychological and social changes that occur as a result of the aging process are reviewed. Concepts of function/dysfunction are addressed in the context of achieving and maintaining health and optimal functioning. Emphasis is placed on appropriate and inappropriate drug therapies, and on tailoring of existing standards and clinical practice guidelines to older adults with attention to intervention and management.

#### **PHAR-5521 Geriatric Health Care (3)**

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### **PHAR-5522 Projects in Pharm Sciences (1 TO 3)**

This is an elective course for students who wish to pursue professional projects in any discipline within the pharmaceutical sciences under the guidance of a faculty mentor. The types of professional projects include (but not limited to) teaching innovations, community outreach programs, and technologies in education. This course is recommended to students who are interested in academic or service rotations during the fourth professional year. Graded S/U.

Permission of the professor is required to register.

### **PHAR-5522 Projects in Pharm Sciences (1 TO 3)**

This is an elective course for students who wish to pursue professional projects in any discipline within the pharmaceutical sciences under the guidance of a faculty mentor. The types of professional projects include (but not limited to) teaching innovations, community outreach programs, and technologies in education. This course is recommended to students who are interested in academic or service rotations during the fourth professional year. Graded S/U.

Permission of the professor is required to register.

### **PHAR-5523 Vaccinology: Design Devel (2)**

The goal of this elective course is to focus the student's general understanding of the immune system towards the biological aspects of vaccination. This course combines didactic presentations, small-group formats, and community outreach to introduce students to the principles of rational vaccine design, development, and pharmaceutical intervention against disease. The focus of the course will emphasize the empirical basis of vaccine design and development, past and current vaccine applications, and developing future pharmaceutical vaccine prospects for medically-relevant pathogens for which there are no effective vaccines. Socioeconomic and ethical implications of vaccines, including the role of vaccination in public health, vaccine economics, and vaccine safety profiles will also be discussed.

### **PHAR-5524 Drug Interactions in Pract (2)**

This is a two-hour elective course designed for Pharm.D. candidates in their 3rd professional year. It introduces the tools required to interpret the drug interaction literature for use in clinical practice. Each lecture will stress the prominent drug interactions related to a particular class of drugs. The literature review and writing skills along with the drug interaction knowledge base acquired from this class will be useful in developing pharmaceutical care plans, answering drug information questions, and providing drug consults in both the IPPE/APPE program and as a practicing ambulatory care or inpatient pharmacist.

**Restrictions:** Including: -Class: First Professional Third Year

### **PHAR-5525 Sign Language Health Prof (2)**

Basic American Sign Language signs and linguistic features will be introduced in order to engage in survival-level conversations with deaf patients in various medical settings. Students will learn basic information related to the deaf culture and community.

**Restrictions:** Including: -Major: Management Graduate, Pharmacy; Excluding: -Class: First Professional First Year

### **PHAR-5526 Intro Cancer Bio & Treat (2)**

This course is designed to provide a foundation for the understanding of the biological and psychosocial aspects of cancer and its treatment. Students will be given an overview of cancer biology and the pharmacology of chemotherapeutic drugs and agents used to manage the side effects of those drugs. The focus of the course is on the impact of cancer and cancer treatment on individuals, families, and communities using a multidisciplinary approach. The course will include a service learning component where students will work with a community agency to complete a project.

### **PHAR-5527 Pediatric Pharmacotherapy (2)**

Children are an important segment of the population that pharmacists serve. In the United States, approximately 28% of the total population encompasses children. Providing care for children can be one of the most challenging, but rewarding aspects of pharmacy practice. Although a relatively small portion of health care professionals pursue advanced training in pediatrics, most clinicians will provide care to children of all ages in the community or hospital setting. This course is an elective course designed to provide students with skills necessary to communicate and provide pharmaceutical care for disease states encountered in the pediatric population. The course will consist of both lectures and case discussion sections.

**Restrictions:** Including: -Class: First Professional Third Year, First Professional Fourth Year

### **PHAR-5528 Speaking for Health Care (2)**

This course is designed to help pharmacy students improve their ability to prepare and deliver effective presentations to groups in a variety of health care education and professional settings.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5529 Women's Health (2)**

The purpose of this course is to provide an overview of advanced topics in women's health. Expanded information in topics such as contraception, infertility, drug use in pregnancy and lactation, acute and chronic disease management in pregnancy, and gender-specific oncology issues will be provided. In addition, basic to advanced understanding of normal physiological, pharmacokinetic, pharmacodynamic, and social changes that are related to pregnancy and women-specific disease states will be discussed.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5530 Peer Instruction (1 OR 2)**

This elective course is designed to build upon the knowledge and skills demonstrated within the didactic curriculum. The student will assist instructors by providing supplemental assistance through the development and delivery of course-specific review materials.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5530 Peer Instruction (1 OR 2)**

This elective course is designed to build upon the knowledge and skills demonstrated within the didactic curriculum. The student will assist instructors by providing supplemental assistance through the development and delivery of course-specific review materials.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5531 Intro Industrial Pharmacy (2)**

This course is a combination of in-class lectures and laboratory sessions intended to provide a foundation of the unit operations that are involved in the development/manufacture of pharmaceutical dosage forms. The laboratory will provide students with an opportunity to apply knowledge gained in lectures to practical situations. The student will also develop the skills needed for the manufacturing of pharmaceutical dosage-forms with emphasis on problem-solving associated with formulation development. Additionally, students will learn various techniques used in the evaluation of finished dosage forms.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5532 Team Based Performance (2)**

Pharmacists are increasingly required to work in teams, especially cross-functional teams, and team-based learning is a significant component of courses in WSOP. This elective is designed to help students develop skills to enable them to participate in high-performing teams in educational and professional health care settings. The course will provide practical experience in team-based learning that will include an analysis of group formation and goal setting, group process and development, norms, leadership, conflict, and productivity.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5533 Critical Care Pharmacy (2)**

This course exposes students to aspects of critical care pharmacy not covered in the therapeutics sequence. The course will involve didactic lectures and interactive discussions between instructors/students solving complex therapeutic problems typically encountered as a pharmacist in critical care. Topics covered will be applicable to emergency medicine and/or neuro/cardiac/surgical/medical intensive care units. By the conclusion of the course students will be familiar with common critical care pharmacotherapy and understand the unique role of pharmacists in this practice setting.

**Prerequisites:** PHAR-4144 C

### **PHAR-5534 Pharmacogenomics (2)**

The fields of pharmacogenomics and personalized medicine are rapidly evolving as new studies elucidate the genetic and genomic factors that influence human susceptibility to disease and efficacy of drug action. Using current literature, examples from healthcare practice, and raw genetic data, this course will allow students to explore genomics and apply its principles to individualized therapy.

**Prerequisites:** PHAR-3144 D AND PHAR-3148 D

### **PHAR-5535 Clin Reason Pharm Students (2)**

This course is designed to assist in the practical application of knowledge gained in the didactic curriculum of pharmacy coursework. Emphasis will be placed on extracting and evaluating relevant data from a medical chart, development of a comprehensive problem list, identifying and interpreting medical literature to develop an appropriate drug therapy plan, and monitoring medication plans for safety and efficacy. <>>Permission of Professor required to register.

**Attributes:** ZCLX

**Restrictions:** Including: -Major: Pharmacy -Class: First Professional Second Year



### **PHAR-5777 IPPE Extended Experience (0)**

Each student will have their own rotation specific objectives and tasks approved by the Office of Experiential Education. This course will provide the student with actual experience in a working community pharmacy, institutional pharmacy, long term care facility or with WSOP faculty at their practice sites. The students will learn and practice the basics of dispensing medications, counseling patients, the basics of operating a pharmacy in a safe and legal fashion and introducing activities and assignments required to successfully complete Advanced Pharmacy Practice Experience rotations.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5777 IPPE Extended Experience (0 TO 6)**

Each student will have their own rotation specific objectives and tasks approved by the Office of Experiential Education. This course will provide the student with actual experience in a working community pharmacy, institutional pharmacy, long term care facility or with WSOP faculty at their practice sites. The students will learn and practice the basics of dispensing medications, counseling patients, the basics of operating a pharmacy in a safe and legal fashion and introducing activities and assignments required to successfully complete Advanced Pharmacy Practice Experience rotations.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5888 APPE Extended Experience (0)**

Each student will have their own rotation specific objectives and tasks approved by the Office of Experiential Education. Students may perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services. Other activities include monitoring (rounding) patients as part of an interdisciplinary team including pharmacists, physicians, nurses, or other providers of care such as respiratory therapists, physical therapists, or discharge planners.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5888 APPE Extended Experience (0 TO 6)**

Each student will have their own rotation specific objectives and tasks approved by the Office of Experiential Education. Students may perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services. Other activities include monitoring (rounding) patients as part of an interdisciplinary team including pharmacists, physicians, nurses, or other providers of care such as respiratory therapists, physical therapists, or discharge planners.

**Restrictions:** Including: -Major: Pharmacy

### **PHAR-5889 Extd Topcs Profess. & Comm (0 TO 6)**

Each student will have his/her specific objectives and tasks approved by the Student Progression Committee. These objectives will be designed to assist the students in meeting the professional standards as articulated on the WSOP Communication and Professionalism Rubric (see attached). Students may perform a variety of activities based on identified areas of need and may include written assignments, oral presentations, and journaling. Permission of the instructor required to register.

### **PHAR-5999 Pharm Internship Elective (0)**

This zero credit course will be offered in the fall, spring, and summer semesters. The Wegmans School of Pharmacy deemed it was necessary to give students an opportunity to gain valuable experience working in a pharmacy while enrolled in this course. The students working hours while enrolled in this course will not count against their eligibility to work after graduation. Permission of the School of Pharmacy required to register.

### **PHAR-6401 APPE Elective I (6)**

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes. Graded S/U.

### **PHAR-6402 APPE Elective II (6)**

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes. Graded S/U.

### **PHAR-6403 APPE Elective III (6)**

Each student will be required to complete three 6 week elective rotations in their final (P4) year. Each preceptor will use their own site specific elective rotation syllabus approved by the Office of Experiential Education. Some electives may require a student complete a specific rotation prior to taking an elective which will be stated in the syllabus. Electives are quite varied and are designed to offer students innovative opportunities to mature professionally and explore their own interests. Students are allowed to repeat one core rotation as an elective rotation at a different site in order to accomplish additional learning outcomes. Graded S/U.

### **PHAR-6701 APPE Core Community (6)**

Students will perform a variety of activities including interviewing, dispensing, monitoring, and counseling patients receiving pharmacy services in the community setting. The student will also be introduced to financial performance indicators of the site and the student should participate in the purchasing and inventory management process. Graded S/U.

#### **PHAR-6702 APPE Core Health System (6)**

Students will perform a variety of activities including order entry, preparation of sterile products, formulary management activities (such as preparing documents for and/or attending P&T meetings), error and adverse drug reaction reporting, and participating in the institution's quality improvement program. Students will analyze errors and ADR's and discuss with their preceptor methods to reduce these events. Errors and ADR's should be actual events unless legal issues prevent students from reviewing these events; in this situation the preceptor could compose an error or ADR event. Please note that due to the operational aspects of the Introductory Rotations, this Advanced Rotation does not mandate order entry as a required task. Graded S/U.

#### **PHAR-6703 APPE Core Acute Care (6)**

Students will perform a variety of activities including monitoring (rounding) patients as part of an interdisciplinary team including pharmacists, physicians, nurses, or other providers of care such as respiratory therapists, physical therapists, or discharge planners. Students will use a systematic process to provide patient centered pharmacy care to assigned patients; that is, identifying drug related problems and making interventions to improve patient care. Completing SOAP notes, patient presentations, journal clubs, and drug information papers will be required. Students may also be required to perform other activities as directed by the preceptor. Graded S/U.

#### **PHAR-6704 APPE Core Ambulatory Care (6)**

Students will perform a variety of activities including interviewing and counseling patients in an outpatient or primary care setting. Students will use a systematic process to provide patient centered pharmacy care to assigned patients; that is, identifying drug related problems and making interventions to improve patient care. SOAP notes, patient presentations, journal club participation and drug information papers will be required. Students will counsel patients on public health issues such as smoking cessation and immunizations. Using pre-defined criteria students will conduct medication reviews and make interventions in specific populations such as diabetes, hypertension and hyperlipidemia. Students may also be required to perform other activities as directed by the preceptor. Please note that order entry is not a requirement of the Ambulatory Care rotations. Graded S/U.

# Joint Degree, Doctor of Pharmacy/MBA

## Overview

The School of Business and the Wegmans School of Pharmacy at St. John Fisher College have established a joint degree program beginning fall 2012. The goal of the cooperative program is to educate students to assume responsibilities of management, executive and administrative positions within the pharmaceutical industry as well as health care delivery systems that provide pharmaceutical information, services, and products to patients.

## Accreditation and Registration

The Wegmans School of Pharmacy's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education and the School of Business MBA program is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. Both programs are individually registered with NYSED, and now jointly registered as well.

## About the program

### Degree Requirements

As standalone programs, the Pharmacy degree requires completion of 151 credit hours and the MBA degree requires completion of 30-48 credit hours, depending on previous coursework. Up to 18 credit hours of MBA foundation coursework can be waived through equivalent coursework previously completed at the undergraduate level, reducing the MBA program to the minimum 30 credit hours. Taken separately both programs would require 181-199 credit hours for degree completion depending on previous coursework.

For the Joint Pharm.D./MBA program up to 18 credit hours can be shared between both degree programs through the MBA concentration (12 credit hours) and Pharmacy electives (6 credit hours) areas. Through this joint program, students will meet the degree requirements for both programs with a maximum of 181 credit hours depending on an applicant's course history. Any course waivers will reduce this maximum number.

Up to 6 credits of foundation or core MBA courses can be used as elective credits within the Pharmacy curriculum thus reducing the Pharmacy coursework to 145 credit hours. Additionally, the coursework that a student takes as part of the Pharmacy curriculum will be counted to satisfy the 12 credit hours of concentration coursework required of the MBA curriculum, thus reducing the MBA curriculum to a minimum of 18 (36 maximum) credit hours.

## Admissions Requirements

Traditional MBA students have a baccalaureate degree; however, Pharmacy students may or may not have a prior degree, even though all Pharmacy students have at least 64 semester hours of undergraduate credits. Candidates for this joint program must first meet the entrance and admissions requirements for the Doctor of Pharmacy program. Students may apply to the joint program after successful completion of their first professional year in Pharmacy by completing a Petition for Change of Program through the Office of the Registrar. Pharmacy students who have at least 90 credit hours of coursework may take MBA foundation classes prior to applying to the joint program, consistent with current graduate school policy. Pharmacy students may complete up to 18 credit hours of foundation courses prior to applying to the joint program, provided satisfactory grades are achieved and the student remains in good standing.

## Advisement

Pharmacy students wishing to participate in this opportunity will work with their academic advisor, associate dean for Academic Affairs in the Wegmans School of Pharmacy, and the director of the MBA program in the School of Business to choose appropriate coursework. Additionally, questions concerning financial aid and/or billing should be directed to the Financial Aid Office and Student Accounts, respectively.

## Scheduling

The MBA program has three semesters during the calendar year consistent with the College master academic schedule, which include the fall, spring, and summer. Typically, during the fall and spring semesters, any given MBA course will meet one weeknight from 6:00 – 9:05 p.m. During the summer semester courses most commonly meet in a 6-week condensed schedule format, meeting two weeknights from 6:00-10:00 p.m. A sample curriculum for the joint program integrating all coursework including all foundation courses can be found in the section that follows.

## Cost of Program

Students will be billed standard tuition costs as associated with the Pharmacy program which can include up to 6 credit hours of MBA foundation coursework approved to satisfy Pharmacy electives. Students who take 6 credit hours of MBA foundation coursework in satisfaction of Pharmacy elective coursework, will not be billed separately for those 6 credit hours as the courses are included as part of the Pharmacy program tuition. MBA courses will be billed at the current per credit hour cost of tuition. Students will be billed for these additional courses at the per credit hour graduate tuition rate. It is recommended that students consult with Financial Aid if they have borrowing needs.

## Degree Award

Once all degree requirements are met for an individual program, a student may petition for graduation from that particular program. For example, should a student complete all Doctor of Pharmacy degree requirements first, the student can petition for graduation from that program. Any MBA foundation coursework accepted in satisfaction of the 6 required elective credit hours for Pharmacy will appear on the Pharmacy transcript. Once the remaining degree requirements are met, the student will need to petition for graduation from that program. If the latter completed program is MBA, the student will need to petition for graduation



from that program once all MBA degree requirements are met. Any coursework accumulated as part of the MBA, including up to the 6 credit hours counted toward the Doctor of Pharmacy, will be available on a separate MBA transcript.

## Program Requirements

Course	Title	Credits
PHAR 3117	Top 200 Drugs I	(1)
PHAR 3122	Pharmacy Calculations	(2)
PHAR 3135	Healthcare Delivery	(3)
PHAR 3142	Principles of Pharmaceutical Science	(4)
PHAR 3144	Systems Pharmacology I	(4)
PHAR 3148	Biosystems I	(4)
PHAR 3217	Top 200 Drugs II	(1)
PHAR 3218	Introduction to Diversity	(1)
PHAR 3226	State Pharmacy Law	(2)
PHAR 3227	Drug Information	(2)
PHAR 3240	Biosystems II	(4)
PHAR 3242	Pharmaceutics	(4)
PHAR 3244	Systems Pharmacology II	(4)
PHAR 4112	Applied Pharmaceutics I	(1)
PHAR 4135	Communications and Counseling Skills	(3)
PHAR 4139	Introductory Pharmacy Practice Experience I	(3)
PHAR 4144	Systems Pharmacology III	(4)
PHAR 4157	Applied Pathophysiology and Therapeutics I	(5)
PHAR 4212	Applied Pharmaceutics II	(1)
PHAR 4236	Population-Based Healthcare	(3)
PHAR 4238	Self-Care & Natural Products	(3)
PHAR 4244	Systems Pharmacology IV	(4)
PHAR 4257	Applied Pathophysiology and Therapeutics II	(5)
PHAR 4339	Introductory Pharmacy Practice Experience II	(3)
PHAR 5119	Introductory Pharmacy Practice Experience III	(1)
PHAR 5125	Ethics in Pharmacy Practice	(2)
PHAR 5127	Literature Evaluation	(2)
PHAR 5137	Concepts in Pharmacy Practice I	(3)
PHAR 5144	Systems Pharmacology V	(4)
PHAR 5157	Applied Pathophysiology and Therapeutics III	(5)
PHAR 5219	Introductory Pharmacy Practice Experience IV	(1)

PHAR 5225	Federal Pharmacy Law	(2)
PHAR 5236	Managing Practice and Personnel	(3)
PHAR 5237	Concepts in Pharmacy Practice II	(3)
PHAR 5267	Applied Pathophysiology and Therapeutics IV	(6)
PHAR 6701	Community Pharmacy Rotation	(6)
PHAR 6702	Hospital Pharmacy Rotation	(6)
PHAR 6703	Internal Medicine Pharmacy Rotation	(6)
PHAR 6704	Ambulatory Pharmacy Rotation	(6)
PHAR 6401	Advanced Rotation Elective	(6)
PHAR 6402	Advanced Rotation Elective	(6)
PHAR 6403	Advanced Rotation Elective	(6)
GMGT 573	Financial Accounting Fundamentals	(3)
GMGT 576	Statistics for Managers	(3)
GMGT 579	Organization Structure and Process	(3)
GMGT 580	Economic Foundations and Practice	(3)
GMGT 585	Managerial Finance	(3)
GMGT 590	Operations Management	(3)
GMGT 680	Marketing Concepts and Strategy	(3)
GMGT 681	Business Strategy and Policy	(3)
GMGT 682	Integrated Advanced Financial and Accounting Analysis	(3)
GMGT 683	Process Management (1.5)	(1.5)
GMGT 684	Project Management (1.5)	(1.5)
GMGT 685	Leadership Development	(3)
GMGT 694	Capstone Project Experience	(3)
<b>Total</b>		<b>( 169-181)</b>

### Additional Information

#### Application Process

Students who are in good standing in the School of Pharmacy may apply to the Joint Pharm.D./MBA program after the completion of the spring semester year 1 by completing a Petition for Program Change available through the Office of the Registrar. The Doctor of Pharmacy and Master of Business Administration degrees will be granted when individually as each degree program requirements are met.

At any point, should a student in good standing no longer wish to pursue the joint degree program, he/she will need to petition for a change of program and move to the standalone Pharmacy degree program to complete the degree requirements. After a student completes the Pharmacy degree, should he/she wish to re-enroll in the MBA program, an accelerated application will need to be completed and any new degree requirements met.