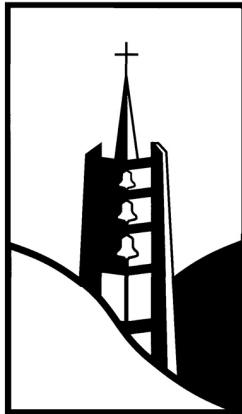


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St. Bonaventure University



2017-2018



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Equal employment opportunity applies to all employment relationships. The University is committed to ensuring that all qualified candidates receive full consideration in the recruitment process and that its personnel policies and employment procedures and practices are consistent with this policy.

Pursuant to this policy, equal opportunity is to be provided to all persons in the delivery of educational programs and services.

The University's Advocacy Officers are available to all members of the University community in matters relating to Equal Employment and Educational Opportunity. All reports of Sexual Harassment and other violations of Title IX Law and/or NYS Article 129B "Enough is Enough Legislation," should be reported to the university's Title IX Coordinator, the Human Resources Director, at (716) 375-2102 or eseastedt@sbu.edu.

The provisions of this bulletin are not an irrevocable contract between the student and the University. The University reserves the right to change any provision or requirement at any time within the student's term of residence. The University further reserves the right to ask the student to withdraw for cause at any time.

Portions of this catalog may be outdated due to changes made since its publication. For the most recent information, contact the Registrar's Office.

Courses will be offered in the semester indicated subject to availability of instructors and student demand.

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ACADEMIC CALENDAR

St. Bonaventure University - Fall 2017 Calendar

AUGUST 2017

23	Wed.	Fall Convocation
24-27	Thur.-Sun.	Welcome Days
25	Fri.	Earliest date for Buffalo Center classes begin
28	Mon.	Classes begin (undergraduate and full-semester graduate)

SEPTEMBER 2017

4	Mon.	Final day for any schedule changes with no academic penalties and for late registration (undergraduate and full-semester graduate)
18	Mon.	Final day for students to sign up for P/F option (undergraduate and graduate)
22	Fri.	Honors project proposals due to Honors Director
22-24	Fri.-Sun.	Family Weekend
25	Mon.	Francis Week begins

OCTOBER 2017

3	Tues.	St. Francis Feast Day
4	Wed.	Final day for undergraduate & graduate students to apply for December 2016 degree
6	Fri.	Final day for graduate student registration for the Foreign Language Examination
7-10	Sat.-Tues.	Midterm Break
9	Mon.	University offices closed
16	Mon.	Undergraduate midterm grades due by 10:00 AM in Records Office
20	Fri.	Foreign Language Examination (graduate students)
24	Tues.	Final day to present completed graduate thesis to program director for December degree candidates
24	Tues.	Final day to register for graduate Comprehensive Examination

NOVEMBER 2017

1	Wed.	Course Registration for Spring 2018 begins.
2	Thur.	Last day to withdraw from a full-semester class with a W grade
10	Fri.	Final day to submit graduate thesis outline & title for May 2018 graduation
14	Tues.	Final day for completed and corrected graduate thesis to be filed with the graduate dean for December graduation
21	Tues.	Last day to finish I grades from the Spring and Summer 2017 sessions (undergraduate and graduate)
22-26	Wed.-Sun.	Thanksgiving Recess. No classes. University offices closed.

DECEMBER 2017

8	Fri.	Last day of classes	
9	Sat	Reading Day	
10	Sun.	Non-Examination Day	
11-15	Mon.-Fri.	Graduate Final Examinations	
11	Mon.	Undergraduate Final Examinations	
11	Mon.	Class Meeting Hour	Exam Time
		TTH 4:00 PM	8:00 – 10:30 AM
		MWF 1:30 PM	10:35 AM -1:05 PM
		MWF 11:30 AM	1:10 – 3:40 PM
		OPEN	3:45 – 6:15 PM
12	Tues.	Class Meeting Hour	Exam Time
		MWF 10:30 AM	8:00 – 10:30 AM
		MWF 8:30 AM	10:35 AM -1:05 PM
		TTH 1:00 PM	1:10 – 3:40 PM
		OPEN	3:45 – 6:15 PM

13	Wed.	Class Meeting Hour MWF 9:30 AM OPEN TTH 2:30 PM OPEN	Exam Time 8:00 – 10:30 AM 10:35 AM -1:05 PM 1:10 – 3:40 PM 3:45 – 6:15 PM
14	Thurs.	Class Meeting Hour MWF 4:00 PM MWF 12:30 PM TTH 10:00 AM OPEN	Exam Time 8:00 – 10:30 AM 10:35 AM -1:05 PM 1:10 – 3:40 PM 3:45 – 6:15 PM
15	Fri.	Class Meeting Hour TTH 8:30 AM MWF 2:30 PM	Exam Time 8:00 – 10:30 AM 10:35 AM -1:05 PM
15	Fri.	Christmas recess begins after last examination	
16	Sat.	DECEMBER RECOGNITION CEREMONY (6:00 PM)	
18	Mon.	Final grades due by 10:00 AM in the Records Office	
18	Mon.	Winter term classes begin	
20	Wed.	Last day to drop/add Winter term class	
22-Jan. 1	Fri.-Mon.	University offices closed	

Due Dates for fall semester online, 5-week and 7-week graduate classes and 5-week undergraduate classes

Class Format and Length/Activity	Classes begin	Last day to drop or add a course	Last date to withdraw	Session End Date	Special considerations
5-week Main Campus, Mon – Thurs meeting, Session I	8/28	9/4	9/18	9/28	
5-week Main Campus, Mon – Thurs meeting, Session II	10/2	10/9	10/23	11/9	No class meetings 10/7 – 10/10
5-week Main Campus, Mon – Thurs meeting, Session III	11/13	11/20	12/4	12/14	No class meetings 11/22 – 11/26
5-week face-to-face course, Friday and Saturday meetings, Session I	8/25	9/1	9/9	9/23	
5-week face-to-face course, Friday and Saturday meetings, Session II	9/29	10/6	10/21	11/4	No class meetings 10/6 – 10/7
5-week face-to-face course, Friday and Saturday meetings, Session III	11/10	11/17	12/2	12/16	No class meetings 11/24 – 11/25
7-week online courses, Session I	8/28	9/4	9/28	10/15	
7-week online courses, Session II	10/23	10/30	11/23	12/10	
7-week face-to-face or hybrid courses, Session I	8/25	9/4	10/2	10/20	No class meetings 10/7 – 10/10; please consult class schedule for exact meeting dates
7-week face-to-face or hybrid courses, Session II	10/23	10/30	11/27	12/16	No class meetings 11/22 – 11/26; please consult class schedule for exact meeting dates
Final grades for 5-week Session III courses and 7-week Session II classes must be submitted by Monday, December 19th at 10:00 AM. Final grades for all other classes must be submitted within 7 days of the session end date.					

St. Bonaventure University - Spring 2018 Calendar

JANUARY 2018

12	Fri.	Earliest date for Buffalo Center classes begin
12	Fri.	Winter term classes end
15	Mon.	Dr. Martin Luther King Jr. Day
16	Tues.	Classes begin (undergraduate and full-semester graduate)
22	Mon.	Final day for any schedule changes with no penalties and for late registration (undergraduate and full-semester graduate)
22	Mon.	Final day for undergraduate and graduate students to apply for August 2018 and December 2018 degree

FEBRUARY 2018

5	Mon.	Final day for students to sign up for P/F option (undergraduate and graduate)
13	Tues.	Final day for graduate students to submit thesis outline and title to Graduate Dean for August 2018 graduation
24 – Mar. 4	Sat. – Sun.	Spring Break for undergraduate students and full-semester graduate courses

MARCH 2018

5	Mon.	Classes resume
12	Mon.	Final day to register for Graduate Comprehensive Examination with program director
13	Tues.	Midterm grades for undergraduate students due by 10:00 AM in the Records Office
16	Fri.	Final day for graduate students registration for Foreign Language Examination
16	Fri.	Final day for presentation of completed graduate thesis to major advisor to complete requirements for May 2018 graduation
27	Tues.	Last day to withdraw from a class with a W grade (undergraduate and full-semester graduate courses)
29- Apr. 2	Thur.- Mon.	Easter Break

APRIL 2018

3	Tues.	Classes resume
4	Wed.	Last day for completed thesis to be filed with the Graduate Dean for May 2018 graduation
4	Wed.	Final date for graduate students to take Foreign Language Examination
18	Wed.	Last day to finish I grades given in the Fall 2017 semester

MAY 2018

1	Tues.	THURSDAY classes will be held (undergraduate & full-semester graduate courses)	
1	Tues.	Last day of graduate classes.	
2	Wed.	FRIDAY classes will be held	
3	Thur.	MONDAY classes will be held	
3	Thur.	Last day of undergraduate classes.	
2-8	Wed.-Tues.	Graduate Final Examinations for full-semester graduate courses	
4-9	Fri.	Undergraduate Final Examinations	
4	Fri.	Class Meeting Hour	Exam Time
		TTH 4:00 PM	8:00 – 10:30 AM
		MWF 1:30 PM	10:35 AM -1:05 PM
		MWF 11:30 AM	1:10 – 3:40 PM
		OPEN	3:45 – 6:15 PM
5	Sat.	Class Meeting Hour	Exam Time
		MWF 10:30 AM	8:00 – 10:30 AM
		MWF 8:30 AM	10:35 AM -1:05 PM
		TTH 1:00 PM	1:10 – 3:40 PM
		OPEN	3:45 – 6:15 PM
6	Sun.	Non-Examination Day	
7	Mon.	Class Meeting Hour	Exam Time
		MWF 9:30 AM	8:00 – 10:30 AM
		OPEN	10:35 AM -1:05 PM
		TTH 2:30 PM	1:10 – 3:40 PM
		OPEN	3:45 – 6:15 PM

8	Tues.	Class Meeting Hour MWF 4:00 PM MWF 12:30 PM TTH 10:00 AM OPEN	Exam Time 8:00 – 10:30 AM 10:35 AM -1:05 PM 1:10 – 3:40 PM 3:45 – 6:15 PM
9	Wed.	Class Meeting Hour TTH 8:30 AM MWF 2:30 PM	Exam Time 8:00 – 10:30 AM 10:35 AM -1:05 PM
9-12	Wed.-Sat.	Senior Days (Wed. night after last exam)	
10	Thur.	Final grades for degree candidates and commencement participants due by 10:00AM in the Records Office	
12	Sat.	Honors Ceremony 11:30AM	
12	Sat.	Baccalaureate Mass 4:30PM	
13	Sun.	Commencement 10:30AM	
14	Mon.	All final grades due by 10:00AM in the Records Office	

Due Dates for fall semester online, 5-week and 7-week graduate classes and 5-week undergraduate classes

Class Format and Length/Activity	Classes begin	Last day to drop or add a course	Last date to withdraw	Session End Date	Special considerations
5-week Main Campus, Mon – Thurs meeting, Session I	1/15	1/22	2/5	2/16	
5-week Main Campus, Mon – Thurs meeting, Session II	2/19	2/26	3/12	3/30	No class meetings 3/5-3/8
5-week Main Campus, Mon – Thurs meeting, Session III	4/2	4/9	4/23	5/11	No class meetings 4/13 and 4/17
5-week face-to-face course, Friday and Saturday meetings, Session I	1/12	1/19	1/27	2/10	
5-week face-to-face course, Friday and Saturday meetings, Session II	2/16	2/23	3/3	3/24	No class meetings 3/2 and 3/3
5-week face-to-face course, Friday and Saturday meetings, Session III	3/30	4/7	4/21	5/5	No class meetings 4/13 and 4/14
7-week online courses, Session I	1/15	1/22	2/14	3/2	For face-to-face and hybrid classes please consult class schedule for exact meeting dates
7-week online courses, Session II	3/12	3/19	4/12	4/27	For face-to-face and hybrid classes please consult class schedule for exact meeting dates

Final grades for degree candidates and commencement participants must be submitted by 10:00 AM on Thursday, May 11th. All other grades of 5-week session III and 7-week session II classes must be submitted within 7 days of the session end date.

GENERAL INFORMATION

St. Bonaventure University, a Catholic university in the Franciscan tradition, is an independent, coeducational institution offering undergraduate programs through its Schools of Arts and Sciences, Business, Education, and Jandoli School of Communication, and various graduate degrees through its School of Graduate Studies including the world-renowned Franciscan Institute.

The St. Bonaventure campus in southwestern New York is spread over 500 acres in a valley surrounded by the Allegheny foothills on Route 417 between Olean and Allegany and about two miles from Exit 24 of the Southern Tier Expressway, I-86. The University is accessible by car, bus and commercial airlines, which land in Buffalo, N.Y., and Erie, Pa. The mailing address is 3261 W. State Road, St. Bonaventure, NY 14778.

HISTORY

St. Bonaventure University was founded through the initiative and dedicated efforts of Nicholas Devereux, a large landholder and financier from Utica, N.Y., with the cooperation and support of John Timon, Bishop of Buffalo, and members of the Franciscan Order. Their dream of more than a century and a half ago has flourished, and St. Bonaventure University has expanded greatly during the 154 years of its existence. In 1854 the two promoters persuaded a group of friars from Italy to venture to America and establish a Catholic college and seminary in Western New York. Principal among these Franciscans was Fr. Pamphilus da Magliano, who later became the College's first President. On Oct. 4, 1858, the Feast of St. Francis, the formal dedication of the new school was held on the tract of land donated by Devereux. It was then that the College was named after St. Bonaventure of Bagnoregio, the Patron of Franciscan Studies and Learning. St. Bonaventure College held its first Commencement Exercise in June 1860, graduating a class of 15 students. Since then the University has grown to more than 2,000 students.

The College was provisionally chartered on March 1, 1875, by an Act of the Regents of the State of New York, "For the instruction ... in the learned languages and in the liberal and useful arts and sciences."

In the 1920s the College developed a full-time graduate program which has continually expanded since that time. Early in the 20th century St. Bonaventure also became home to the School of Franciscan Studies and the Franciscan Institute. The permanent Charter of Incorporation of the College was granted by the State in 1883, and in 1950, after nearly a century of operation, St. Bonaventure was named a University by the Board of Regents.

MISSION AND VISION

Founded in 1858, St. Bonaventure is a Catholic university dedicated to educational excellence in the Franciscan tradition. We are committed to the constant pursuit of distinction in our undergraduate and graduate programs, our innovative liberal arts core and all of our courses of study. At St. Bonaventure University, we come to know our students on an individual basis and become their mentors. We strive to bring out the best in every individual. As an academic and spiritual community, we endeavor to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. True to our Franciscan heritage, we encourage students to manifest our values through lives of citizenship and service.

VALUES STATEMENT

As a Catholic university in the Franciscan tradition, we dedicate ourselves to the following Core Values and to making them live and thrive at St. Bonaventure:

Discovery

We steadfastly pursue intellectual, spiritual and personal growth in a way that reflects our belief in the wonder, excitement and joy of discovery along life's good journey. Central to that journey is an appreciation for the best that has been thought, written and discovered. It is our firm intent that our faculty and students add to this body of knowledge, sharing the adventure of inquiry in an atmosphere of academic freedom, both within and outside the classroom.

Community

We believe in an inclusive community that values diversity as a strength. We foster and celebrate practices that nurture living and learning in an atmosphere of caring, respect and mutual accountability. We seek to enhance the quality of life in the world around us, particularly by reaching out to the poor, the less fortunate and the disadvantaged. We not only demonstrate this spirit of community on our campus; we manifest it wherever we go.

Individual Worth

At the core of our identity is a strong belief in the goodness of life and the God-given worth of every individual. We treat all members of our community with dignity and strive to help them reach their full potential. We commit ourselves to actions that empower all members of the St. Bonaventure community and encourage their full participation in creating our future.

STATEMENT OF DISTINCTION

At St. Bonaventure University, we strive to foster the development of knowledgeable, skilled, compassionate and ethical individuals by mentoring students within vitally engaging learning environments, ever mindful of such Franciscan values as individual dignity, community inclusiveness, and service to others. We will be the premier Franciscan institution of higher learning in North America, and, as such, we will have the resources and endowment befitting our university's mission, age and tradition.

ACCREDITATION

St. Bonaventure University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The University is also accredited by the Association to Advance Collegiate Schools of Business, and the National Council for Accreditation of Teacher Education. St. Bonaventure is chartered by the state of New York and the Board of Regents.

UNDERGRADUATE AND GRADUATE ACADEMIC STRUCTURE***Undergraduate Degrees Offered***

Baccalaureate degrees and majors offered are:

- **Bachelor of Arts:** art history, English, environmental studies, health and society, history, individualized, international studies, journalism & mass communication, modern languages (Spanish), music, philosophy, political science, professional and creative writing, psychology, sociology, strategic communication & digital media, theater, theology, visual arts, women's studies
- **Bachelor of Science:** biochemistry, biology, bioinformatics, chemistry, childhood studies, computer science, cybersecurity, engineering physics, health and society, health science, individualized, mathematics, physics, psychology, sport studies

- **Bachelor of Science in Education:** childhood (elementary) education, early childhood/childhood education, childhood education/special education, physical education, secondary education with disciplinary concentrations
- **Bachelor of Business Administration:** accounting, finance, management, marketing

For an extensive listing of degrees offered, see the inventory of registered programs at the end of this general information section.

SCHOOL OF ARTS AND SCIENCES

The objective of the School of Arts and Sciences is to afford a broad education in the cultural and scientific subjects. While each department offers specific training in a particular subject to students desiring to major in that field, the arts curriculum as a whole is designed to acquaint the student with literature, art, language, history and philosophy, which largely form our cultural inheritance. The science curriculum is designed to give a thorough education in the basic principles of the various sciences (for their own sake), as well as preparation for advanced study and research. (See the School of Arts and Sciences section for more information on specific programs.)

SCHOOL OF BUSINESS

Educating each student to meet the challenges of a dynamic global business environment is our highest priority. Our curriculum will emphasize the development of leadership, management, problem solving and ethical decision making. Guided by our Franciscan heritage, we will create an environment that provides abundant opportunities for interaction among all members of the University community, as well as alumni and business professionals. We strive to bring out the best in every individual, and to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. (See the School of Business section for more information.)

SCHOOL OF EDUCATION

The School of Education is dedicated to furthering the mission of the University and to incorporating Franciscan culture and values into the preparation of educators for the twenty-first century. It provides a deep, broad and inclusive professional preparation within a strong academic core. The School of Education seeks to prepare educators who can connect their Franciscan culture and academic and professional curricula to learners and learning environments of the future. Operating within a conceptual framework organized around three themes — competence, experience, and social justice — all professional preparation programs foster reflection, inquiry, strong collegial relationships, leadership in the change process and dedication to lifelong learning. (See the School of Education section for more information.)

JANDOLI SCHOOL OF COMMUNICATION

The Jandoli School of Communication strives to provide students with the necessary professional skills for successful careers in print and broadcast journalism and strategic communication, including public relations and advertising. This is accomplished within the context of strong preparation in the liberal arts with an emphasis on writing and experiential learning. (See School of Communication section for more information.)

SCHOOL OF FRANCISCAN STUDIES

The School of Franciscan Studies furthers the mission of the university by providing faculty for courses on campus and through distance learning options in Franciscan theology, history, spirituality and pastoral studies. It offers courses in the Catholic-Franciscan heritage, a minor in Franciscan studies and courses in the inter-religious dialogue between Islam and Christianity through the Center for Arab and Islamic Studies, housed in the School of Franciscan Studies.

The School of Franciscan Studies provides for credit, continuing education and professional enrichment programming that illuminates the Franciscan intellectual and spiritual traditions. It offers these programs during the academic year and through its robust summer program.

SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies offers an opportunity to qualified students to extend and deepen their knowledge through specialized training in methods of investigation and research. Evening and Saturday courses are offered on the St. Bonaventure campus as well as through the Buffalo Center's Weekend Graduate Program at Hilbert College in Hamburg, N.Y. Please check the graduate catalog for details.

On the **St. Bonaventure campus**, the University offers:

- Master of Arts in integrated marketing communications and strategic leadership
- Advanced Certificates in Franciscan studies
- Master of Business Administration
- Master of Science in clinical mental health and school counseling
- Master of Science in Education in adolescence education, educational leadership, clinical mental health, school counseling, literacy (childhood and adolescent), differentiated instruction and differentiated instruction – students with disabilities
- Advanced certificate of specialization in school counseling

The following programs are offered through the **Buffalo Center**:

- Master of Business Administration
- Master of Arts in integrated marketing communications
- Master of Science in Education in educational leadership, differentiated instruction and differentiated instruction – disabilities
- Advanced certificates of specialization in differentiated instruction
- Certification for school building leader and school district leader

The following programs are offered in an all-**online** format:

- Master of Arts in integrated marketing communications and strategic leadership
- Master of Science in Education in clinical mental health and school counseling
- Master of Business Administration

RESOURCES AND BUILDINGS

The St. Bonaventure campus is a blend of traditional Florentine and modern brick buildings, including science laboratories, computer facilities, art galleries, a recital hall, theater, band and choral classrooms, art studios, a sports arena, swimming pool, classroom buildings, modern languages and journalism laboratories, a library with a resource center, and residence halls and apartments for men and women. The campus also contains a friary for the community's Franciscan friars.

Science laboratories include facilities for instruction and research in a variety of fields, including computer science, physics, biology, microbiology, psychology, environmental studies, chemistry and mathematics. Among the facilities are an observatory, biotechnology laboratory, tissue culture laboratory, equipment for research in the growth of microorganisms, plants and an extensive mammal collection. (See De La Roche Hall and Walsh Science Center, page 15)

McGinley-Carney Center for Franciscan Ministry is the campus' newest building, opened in 2017, houses the offices of University Ministries, the Franciscan Center for Social Concern, and Mt. Irenaeus. It includes an interdenominational prayer tower, kitchen facilities and the Fr. Silas Rooney Great Room, honoring one of the university's legendary friars.

Technology Services provides technology support to all members of the campus community. Our computing facilities include general use computer labs, academic department computer labs, campus-wide WiFi coverage, the MySBU campus portal and our Moodle learning management system.

Friedsam Memorial Library has built, and continues to build, a strong traditional collection of materials (over 250,000 books, 1,300 periodical subscriptions and 60,000 bound periodical volumes), along with developing access to electronic source. The library seeks not only to support university instruction with appropriate materials and access, but also to foster independent investigation and research by the university community.

The library maintains a reference department to assist patrons in using its collections and developing research strategies. An [Ask Us 24/7 service](#) is available where you can chat online with a qualified librarian who can assist you with many aspects of using the library, and an interlibrary loan service is available to obtain materials from other institutions.

Both reference and interlibrary loan services are available via e-mail or telephone. Many of the library's electronic resources and services are available on its web page (www.sbu.edu/friedsam).

The library also has collections of unique resources that are of national and international importance. In its coverage of the Franciscan movement the Franciscan Institute Library is unmatched in the western hemisphere and can be equaled by only a few European libraries. The Rare Book Collection contains nearly 10,000 items, including late medieval manuscripts and early printed books.

The Regina A. Quick Center for the Arts is the home of the University's Art Collection, which includes works of the Old Masters, Chinese porcelains, early American and contemporary artists, and art from the Mayan and Indian cultures. Additional facilities include the Rigas Family Theater. Music, theater and visual arts instructional spaces and galleries presenting the University Art Collection, national touring artists and student work are also housed in the Center. The F. Donald Kenney Museum and Art Study Wing includes two galleries, a lithograph study room and support spaces. The Regina A. Quick Center for the Arts also houses offices and instructional spaces for the visual and performing arts programs.

The Sandra A. and William L. Richter Center, a recreation facility that opened in fall 2004, houses three basketball courts, a weight room, two racquetball/squash courts, cardio area, jogging/walking track, locker rooms, equipment checkout, climbing wall and multi-purpose aerobics room. The center is 45,000 sq. ft., with a large central atrium and two floors.

Hopkins Hall houses the offices of the president, provost and vice president for academic affairs, admissions, business, financial aid, human resources, institutional research, and purchasing.

Francis Hall houses the offices of University Relations and Alumni Services and instructional spaces and offices for the Visual Arts program. It is also a residence hall. Francis has its own dining hall

The Reilly Center is St. Bonaventure's largest building, providing a sports arena (Bob Lanier Court) seating 5,480 spectators, the Athletic Hall of Fame, a swimming pool and other athletic facilities, The Damietta Center, WSBU radio, lounges, snack bar, Career and Professional Development Center, Post Office, University Bookstore, Higher Education Opportunity Program (HEOP), ROTC offices, classrooms and other offices.

The John J. Murphy Professional Building is home to the Jandoli School of Communication and School of Franciscan Studies. It contains the 400-seat Dresser Auditorium, lecture classrooms, specialty classrooms, and dean and faculty offices. It also includes a broadcast journalism lab and television studio.

The William E. and Ann L. Swan Business Center opened in 2013 and is home to the School of Business. It features a financial services lab with electronic ticker tape, a corporate boardroom, state-of-the-art classrooms, break-out areas, spaces for student collaboration, team building, and faculty research, a dean's suite, innovative technology uses, and a serious commitment to sustainability.

The Remote Broadcast Facility is the Jandoli School of Communication's network-level sports production facility. It can be used to broadcast live sports telecasts of A-10 basketball, baseball, soccer, lacrosse etc., plus studio shows about sports and public affairs.

Butler Memorial Hall houses the theater shop, theater faculty offices, the theater voice and movement lab, the adjunct music instructors' office and studio, and a gym used primarily for intramural athletics and practices.

Plassmann Hall and Annex house the offices of most of the arts faculty of the School of Arts and Sciences, the School of Education and the Student Success Center. It contains classrooms, offices, seminar rooms, a clinic room and a modern language laboratory. First Year Experience, the Higher Education Opportunity Program (HEOP), the Learning Center, Disability Support Services and the office of International and Online Student Support Services are all housed within the Student Success Center.

De La Roche Hall, which received a \$3 million upgrade in 2008, houses the science program, which includes modern laboratories for the chemistry, biology, physics, psychology, and mathematics departments. The \$13 million **William F. Walsh Science Center**, a 46,500-square-foot facility, adjoins De La Roche and opened in 2008. It houses state-of-the-art computer science department, laboratory and classroom space, biology labs, organic and general chemistry labs, Natural World labs, a 150-seat indoor amphitheater, and faculty offices integrated with lab space for better student-teacher accessibility.

Hickey Dining Hall offers a wide variety of dining options to students from 7 a.m. to 10 p.m. The Rathskeller, an on-campus club, is in the basement, and Café La Verna, a gourmet, wireless coffeehouse serving Starbucks products, opened in 2007.

Mt. Irenaeus Retreat is located in the Allegheny hills 35 minutes from campus. Named after Fr. Irenaeus Herscher, O.F.M., beloved St. Bonaventure librarian, this Franciscan retreat offers "prayer and peaceful recreation" to all in the community. More than 228 acres are used for hiking, cross-country skiing, residence hall programs and weekend retreats.

ST. BONAVENTURE UNIVERSITY ON-CAMPUS HOUSING RESIDENCY POLICY AND REQUIREMENTS

All St. Bonaventure University students (including transfer students) are required to live on campus throughout their freshman, sophomore and junior years except as noted below. The terms freshman, sophomore, junior and senior are defined by credit hour as outlined in the University Catalog. The Residence Hall and Food Service Terms and Conditions are binding for both fall and spring semesters of that academic year. Therefore, a student's residency requirement for the entire academic year is determined by that student's status at the beginning of that academic year. As part of the Residence Hall and Food Service Terms and Conditions, undergraduate students living in dormitory style housing (Doyle, Devereux, Robinson, Falconio, Shay, Loughlen) are required to have either a silver, gold or platinum meal plan. Only students with full-time, matriculating status at the beginning of each semester are permitted to live in on-campus residence halls. Should a student

fall below full-time status during the semester, he or she will not be required to move out provided they are still enrolled in and attending courses.

Exceptions to this housing residency requirement include:

1. Students commuting from home, when home address is within 50 miles of St. Bonaventure University.
2. Married students or students with dependent children.
3. Students age 23 years or older at the start of the academic year.
4. Students whose Residence Hall and Food Service contract is terminated by the University (see "Termination by the University" in most current Residence Hall and Food Service Terms and Conditions).
5. Students who are restricted from living on campus as a result of a judicial hearing sanction.

Students wishing to request an exception to this policy for extenuating reasons not covered above must complete the Housing Residency Exception Request Form and submit it to the vice president for Student Affairs for consideration. Students to whom the above exceptions do not apply, or who do not receive permission from the vice president, and do not participate in the room selection process, will be assigned a room after room selection, and billed for room and meal plan.

This policy is predicated on research statistics demonstrating that students who live in residence halls tend to perform better academically, acclimate more rapidly to the collegiate environment, become involved in a greater number of learning experiences that complement classroom teachings, and are more satisfied in general with the college experience.

ADDITIONAL IMPORTANT INFORMATION REGARDING ON-CAMPUS ACCOMMODATIONS

Student rooms are furnished, and wireless internet access is provided. Students must provide their own blankets, towels and other personal amenities. The University does not provide married student or family student housing.

Occupancy of residence halls is outlined in the student's Residence Hall and Food Service Terms and Conditions. These terms and conditions apply to the entirety of the academic year, and no deduction is made for absences. A room may be reserved for new students only when their confirmation deposit has been received and accepted. Returning students must make the necessary room deposit by the required date as determined by the Business Office.

Dining Service. Full service in the Hickey Dining Hall will begin with the evening meal preceding the day of registration and will close with the evening meal on Commencement day. The University will not provide service on Thanksgiving or Easter day or during the recess between semesters. The first meal for new students reporting for the fall semester is the evening meal of the day the residence halls become available for occupancy. Full meal plans are required for all residential students; exceptions are made for graduate students and/or students living in the Townhouse Apartments or Garden Apartments. Students may change their meal plan only within the first ten (10) business days of each semester. Meal plans purchases and changes are done exclusively through the Bona Express Office.

Service in the Reilly Center Café, Café LaVerna, and Francis Café is available during the academic year and, to a limited extent, during summers and vacations.

UNIVERSITY RESIDENCE FACILITIES

Devereux Hall, one of the most historic buildings on campus, is conveniently located in the middle of the campus. Living in Devereux allows the student the opportunity for individual taste in rooms, as there are both single rooms and two-person rooms in the building. Devereux traditionally is a very unified hall and students find a good mixture of study, social and recreational activity. Devereux also houses the 110-seat Garret Theater, home of SBU Theater productions and rehearsals, as well as theater program classes.

Shay/Loughlen Halls are commonly referred to as “Shay/Lo”, and are joined by a large common lounge, renovated and modernized during a massive renovation of the halls in 2006. Shay/Loughlen maintains a well-balanced academic and social atmosphere that lends itself to a well-rounded residential experience. Shay hall offers four-person suites, consisting of two two-person rooms connected by a private bathroom. Loughlen hall typically houses freshmen, and offers traditional two-person rooms with a common bathroom on each floor.

Robinson/Falconio Halls are commonly referred to as “Rob/Fal.” They are, identical traditional residence halls located at the center of campus life situated between Doyle Hall and the Reilly Center. These two buildings are the closest residence halls to the outdoor basketball courts, athletic fields and Richter Center. Common areas were renovated in the summer of 2014, which included the addition of card access and camera surveillance. Freshmen are typically housed in Rob/Fal, as well as the First Year Experience office on the first floor of Falconio, and Safety and Security Services on the first floor of Robinson.

Francis Hall houses University Relations, including the offices of Communications and Alumni Services.

Doyle Hall features large rooms equipped with a sink in each room. Doyle also houses the registrar’s office, department of history, Student Wellness Center, the University chapel, the Robert R. Jones Board of Trustees Room, and Teaching and Learning Center. The Center for Student Wellness houses Health Services and Counseling Services. Health Services employs medical professionals to provide physical health care for SBU students. The Counseling Services section of the Center for Student Wellness offers individual and group counseling sessions. The counselors hold NYS licenses to practice as mental health counselors.

Gardens of Br. Leo, also known as “Gardens,” are apartment buildings located along the wooded path close to Francis Hall. Apartments in this complex accommodate six students in double-occupancy rooms with a living room, two bathrooms, a dining room and a fully equipped kitchen. Sophomores, juniors and seniors are eligible to live in the Gardens of Br. Leo.

Village of St. Anthony and Glen of St. Clare also known as “Phase 1,” “Phase 2” and “Phase 3,” are townhouses and apartment buildings located adjacent to both sides of Francis Hall. They offer juniors, seniors and graduate students the opportunity of an independent lifestyle, accommodating either four or six students with single bedrooms. Every apartment and townhouse also include a living room, one-and-a-half bathrooms and a fully equipped kitchen.

ST. BONAVENTURE UNIVERSITY NEW YORK STATE REGISTERED PROGRAMS (UNDERGRADUATE)

Program Title	HEGIS No.	Degree
Biology	0401.00	BS
Biochemistry	0414.00	BS
Bioinformatics	0419.00	BS
Accounting	0502.00	BBA
Finance	0504.00	BBA
Management	0506.00	BBA
Marketing	0509.00	BBA
Journalism/Mass Communication	0601.00	BA
Strategic Communication & Digital Media	0699.00	BA
Computer Science	0701.00	BS
Business Information Systems	0702.00	BBA
Cybersecurity	0799.00	BS
Childhood Education	0802.00	BSED
Childhood Studies	0802.00	BS
Childhood Ed/Students with Disabilities	0808.00	BSED
Physical Education Teacher K-12	0835.00	BS
Visual Arts	1002.00	BA
Art History	1003.00	BA
Music	1004.10	BA
Theater	1007.00	BA
Spanish	1105.00	BA
Health Science	1201.00	BS
Health and Society	1299.00	BA
Health and Society	1299.00	BS
Sport Studies	1299.30	BS
English	1501.00	BA
Professional and Creative Writing	1507.00	BA
Philosophy	1509.00	BA
Mathematics	1701.00	BS
Secondary Educ. w/Disciplinary Concentrations	1701.01	BSED
Physics	1902.00	BS
Physics-Engineering Physics	1902.00	BS
Chemistry	1905.00	BS
Psychology	2001.00	BA
Psychology	2001.00	BS
History	2205.00	BA
Political Science	2207.00	BA
Sociology	2208.00	BA
International Studies	2210.00	BA
Environmental Studies	2299.00	BA
Theology	2301.00	BA
Women's Studies	4903.00	BA
Individualized Majors	4999.00	BA
Individualized Majors	4999.00	BBA
Individualized Majors	4999.00	BS

ADMISSIONS

APPLICATION PROCEDURE

Applicants are urged to submit the application for admission and complete credentials well in advance of the semester for which they seek admission. Acceptance is based on evidence of potential for successful study. The following criteria are considered: curriculum related to rigor of program and grades achieved in secondary school, standardized test scores, extracurricular activities and recommendations.

Minimum course preparation should include three years of math, three years of science, four years of history (social studies), two years of language and four years of English.

Prospective students are strongly urged to come to the campus for an interview and tour. Please contact the Office of Admissions to arrange for an appointment.

The decision of the Admissions Committee will be sent after all credentials have been received. Final acceptance takes place after receipt of a completed medical form, a confirmation fee, and the successful completion of high school.

ADMISSION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

Applicants who wish to begin college in the fall semester should apply during the fall term of the senior year in high school. Students graduating at mid-year who wish to begin college in the spring semester should apply no later than Dec. 1st.

An applicant must arrange for an official high school academic transcript to be submitted to the Office of Admissions. The results of either the Scholastic Aptitude Test (SAT) or the American College Testing (ACT) battery must be sent.

FRANCISCAN HEALTH CARE PROFESSIONS DUAL-ADMISSION/DUAL-DEGREE PROGRAM

High school seniors seeking admission to St. Bonaventure University's dual-admission/dual-degree programs of study must first apply to the University and the Franciscan Health Care Professions Program. The application must include a focused personal essay that explains the applicant's decision to pursue the profession of medicine. A resume that demonstrates the applicant's experiences and exposure to the chosen field of study, volunteer and community service, shadowing experience with health care providers/pharmacists and any structured introductory health care programs at his or her high school is also required.

Applicants must also submit a minimum of two letters of recommendation, at least one of which must be from a Science teacher. Students accepted into any of the Franciscan Health Care Professions programs must maintain academic and comporment requirements.

GIANT STEP

Giant Step is a program designed to provide an opportunity for qualified secondary school students to enroll in college-level courses prior to the completion of their high school education. Students will be allowed to take up to six hours per semester. The students will be required to pay \$180 per credit hour, subject to change.

All secondary students who meet the following criteria are eligible for consideration:

1. Students must be at least a first-semester senior to participate.
2. Students must be enrolled in a program in which they have achieved, or are achieving, the normal requirements for admission to the University.
3. Students must be recommended by their high school counselor or principal.
4. Students must submit an application with the Office of Admissions.

Admission Requirements for Giant Step:

1. Giant Step application
2. Official high school transcript
3. Recommendation by high school principal or guidance counselor

HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

Co-sponsored by New York State, this program is administered by St. Bonaventure University to meet the needs of students who, because of educational and economic circumstances, would otherwise be unable to attend a private or independent college. Students who qualify receive tutorial and remedial assistance as well as counseling and financial support. Applications should be submitted to the Office of Admissions. Anyone desiring further information about this program may contact the director of HEOP at (716) 375-2402.

SENIOR CITIZEN PROGRAM

St. Bonaventure University invites senior citizens to enroll in undergraduate, graduate, and continuing education courses for a nominal charge. The privilege is extended to eligible persons 60 years of age or older. The cost of tuition varies depending on the individual's application status: auditor, non-matriculant, or matriculant. Regardless of the application status, an individual is responsible for the cost of books and supplies as may be needed for a course.

Applicants must procure the senior citizen application form from the Office of Admissions. This form should be completed and returned prior to registration day of the session for which the applicant intends to enroll.

INTERNATIONAL STUDENTS

Applicants from foreign countries are urged to complete their applications at least **five months before they plan to enroll**. In addition to the information required for secondary school students, one of the following also applies:

Incoming Freshman with no prior college or university courses taken

Transcripts: Admissions currently does not require a WES (or equivalent) international credential evaluation of high school (secondary school) transcripts for undergrad admission; however, transcripts must be translated into English. A WES may be required if the provided transcript is insufficient for translation.

Test Scores: TOEFL, IELTS, SAT or ACT required. If student takes the SAT, reading score must be higher than 480 to waive the TOEFL or IELTS. If student takes the ACT, reading score must be higher than 21. If reading score is below a 480 on the SAT or below a 21 on the ACT, each case will be reviewed by admissions on an individual basis. Some cases may warrant requesting the student to also take TOEFL or IELTS to ensure adequate English proficiency.

Incoming student, attended college or university in a country other than the United States

If a student has studied at a university in a country other than the U.S. and wishes to attempt to transfer credits to SBU, a WES (or equivalent) evaluation will be required by the registrar's office.

Applicants from countries where English is not the official language and/or prior schooling was not completed in English need to provide results for either the TOEFL, IELTS, SAT or ACT. If student takes the SAT, the reading score must be higher than 480 to waive the TOEFL or IELTS. If student takes the ACT, the reading score must be higher than 21. If the reading score is below a 480 on the SAT or below a 21 on the ACT, each case will be reviewed by admissions on an individual basis. Some cases may warrant requesting the student to also take TOEFL or IELTS to ensure adequate English proficiency. All students must provide a test score and a secondary school transcript in addition to their international university transcript if university credit totals less than 24 credits (U.S.)

Incoming student, attended college or university in the United States

If an international student has studied at a U.S. college or university, the student is considered a **transfer**, and therefore the usual transfer requirements apply. All students must provide a test score and a secondary school transcript in addition to their international university transcript if university credit totals less than 24 credits (U.S.)

A student who has been accepted is required to show proof of finances and pay the \$200 non-refundable confirmation deposit prior to the issuance of an I-20 form. The student must take the I-20 and valid passport to the U.S. Consulate or embassy and apply for an F-1 student visa. The International Student Services Office issues the I-20 form, and assists students with details related to planning and preparing for a program at St. Bonaventure.

RE-ENROLLMENT

Previously registered students who wish to resume studies at St. Bonaventure University after an absence of one or more semesters must apply for re-enrollment through the Registrar's Office. Students seeking re-enrollment after having attended another higher education institution in the interim must have all complete official transcripts from these institutions sent to the Registrar's Office. Students seeking re-enrollment as degree candidates after previous enrollment in non-degree status must submit any entrance requirements not previously submitted.

CONFIRMATION DEPOSIT

After notification of acceptance, a \$200 confirmation deposit is required of all full-time undergraduate students, including those readmitted. The deposit is a down payment for the semester's tuition and is not refundable.

CREDIT BY EXAMINATION

St. Bonaventure University grants undergraduate credit for satisfactory performance, a grade equivalent to C, on examinations given through the Advanced Placement Exams, College Proficiency Examination, the American College Testing Program's Proficiency Examination and the College-Level Examination Programs.

In those cases where a standard proficiency examination does not exist, a departmental examination, approved by the chair of the department and appropriate academic dean, may be administered. The Registrar will consider requests for credits only from matriculated students and applicants for matriculation at the University. Credit is granted but not quality points.

The granting of credit is contingent upon the following conditions and limitations.

1. Formal written request must be made and all credentials presented.
2. There must be an equivalency between material covered in an examination and courses offered by the University as part of a degree program or as permissible electives.
3. Credit granted will not exceed that assigned to the course as listed in the University catalog.
4. The maximum credit allowed through CPE, CPEP, REDP, CLEP or similar programs, either singly or in combination, is 30 hours.
5. Credit for no more than three courses may be applied to a student's major field of concentration.
6. A fee of \$5 per course must be paid to cover administrative costs in the case of credit earned through standardized examinations.
7. Full tuition charges at the per-credit-hour rate will be levied for credit received through departmental proficiency examinations unless such credit when added to other credit received that semester, totals between 12 and 18 hours in which case the normal semester tuition will be charged. No administration fee will be charged.

The University will, in addition to the above, consider granting advanced placement and/or college credit to those applicants who earn a minimum score of three or better on approved CEEB Advanced Placement Examinations.

ADVANCED PLACEMENT*

Test	Score	SBU Tests Equivalent	Credits
American History	3	HIST 201, 202	6
American/ Comparative Politics	3	POLS 9999	3
Art History	4	ARTH 101, 102	6
Art: Studio General	3	VA 111 or VA 121 or VA 131	3
ART: 2-D Design	3	VA-9999	3
Biology	5	Credit granted for both Biology 105 & 106. Student will be allowed to enroll immediately in Biology courses above the 100 level.	8
	4	Credit granted for 1 semester of either 105 or 106 depending on high school background but must complete the remaining semester of the 105-106 sequence.	4
	3	(Non-Majors Only) Credit granted for 1 semester of 101 if student has completed 2 semesters of high school biology.	4
Chemistry	5*	CHEM 101, 102	6
	4*	CHEM 101 *credit for corresponding CHML 101 or 102 lab is evaluated on a case-by-case basis. High school chemistry lab syllabus and graded labs must be presented to department chair for review before lab credit can be granted	3
Chinese Lang. & Culture	3	CHIN 101/102	6
Chinese Lang. & Culture	4	CHIN 201/202	12
Computer Science A	4 or 5	CS 131	4
English Lang. & Comp.	3	ENG 101	3
English Lang. & Comp.	4	ENG 101, ENG 102	6
English Lit. & Comp.	3	ENG 103, ENG ELECTIVE	6
Environmental Science	3	BIO 112	3
European History	3	HIST 101, 102	6
French Language	4	FREN 101, 102	6
	5	FREN 201, 202	6
French Literature	3	FREN 201, 202	6
	4 or 5	FREN 9999	6
German Language	3	GERM 201, 202	6
Gov. & Pol.: Amer.	3	GENL ELECTIVES	3
Gov. & Pol.: Comp.	3	GENL ELECTIVES	3
Human Geography	3	GEOG 101	3
Latin: Virgil	3	Latin 9999	3
Latin: Cat.- Horace	3	No Credit	0
Macroeconomics	3	ECO 102	3
Math: Calc AB	3	Math 151	4
Math: Calc BC	3	Math 151	4
Math: Calc BC	4 or 5	Math 151, 152	8
Math: Statistics	3	Math 107, QMX 211	3
Microeconomics	3	ECO 101	3
Music: Theory	3	MU 121	3
Physics B	3	PHYS 103 & PHYL 103	4
Physics C, Elect & Mag	3	PHYS 104 & PHYL 104	4
Psychology	4	PSYC 101	3
Spanish Language	4	SPAN 101, 102	6
	5	SPAN 201, 202	6
Spanish Literature	3	SPAN 201, 202	6
	4 or 5	SPAN 9999	6
World History	3	HIST 361	3

* The University accepts limited International Baccalaureate (IB) credit.

CLEP SCORES

Test	Minimum Score	Course Equivalent	Credits
Composition and Literature			
American Literature	50	ENG 220 & 221	6
Analyzing & Interpreting Literature	50	ENG 103	3
College Composition	50	ENG 101A	3
College Composition Modular	x	No Credit	
English Literature	50	ENG 203/204	6
Humanities	50	Lit. & VPA Distribution	3
Foreign Languages			
College French (I)	50	FREN 101 & 102	6
College French (II)	59	FREN 201 & 202	12
College Spanish (I)	50	SPAN 101 & 102	6
College Spanish (II)	66	SPAN 201 & 202	12
College German (I)	50	GERM 101 & 102	6
College German (II)	60	GERM 201 & 202	12
History and Social Sciences			
American Government	50	POLS 102	3
Human Growth & Develop.	x	No Credit	
Introductory Educational Psychology	x	No Credit	
Prin. of Macroeconomics	50	ECO 102	3
Prin. of Microeconomics	50	ECO 101	3
Introductory Psychology	50	PSYC 101	3
Introductory Sociology	50	SOC 101	3
Social Science & History	x	No Credit	
History of the US I	50	HIST 201	3
History of the US II	50	HIST 202	3
Western Civilization I	50	HIST ELEC	3
Western Civilization II	50	HIST ELEC	3
Science and Mathematics			
Calculus	50	MATH 151	4
College Algebra	x	No Credit	
College Algebra/ Trigonometry	50	MATH 108	3
Trigonometry	x	No Credit	
College Mathematics	x	No Credit	
Pre-calculus	50	MATH 108	3
General Biology	50	BIO 101	4
	54	BIO 105	4
	59	BIO 106	4
Chemistry	55	CHEM 101	3
	65	CHEM 101 & 102	6
Natural Sciences	x	No Credit	
Business			
Financial Accounting	50	ACCT 201	3
Information Systems/Computer Applications	50	BIS 310	3
Introductory Business Law	50	BLX 210	3
Principles of Management	x	No Credit	
Principles of Marketing	x	No Credit	

TRANSFER STUDENTS

Undergraduate students from other accredited institutions may apply to St. Bonaventure University. Transfer students must be in good academic and disciplinary standing.

The following items need to be submitted for transferring:

1. Application for admission
2. High school records/GED
3. Official transcripts from all other institution attended

Candidates for advanced standing should have satisfactorily completed college-level courses at a university, college, junior college, or community college accredited by the Council for Higher Education Accreditation. Foreign institutions must be recognized by the Ministry of Education in their home country. Credit may be awarded for coursework as recommended by the American Council on Education. No credits will be awarded for vocational or technical coursework. Transfer candidates are admitted to the University for both the fall and spring semesters and for summer sessions.

Students who have earned a cumulative GPA of 2.5 (out of 4.0) or above at their previous institution(s) will be reviewed for admission and admitted to the institution when the Office of Admissions is satisfied that the applicant has presented all criteria for admission, and credit granted for all previous coursework in which they have received a passing grade. For students with below a 2.5 cumulative GPA in previous coursework, admissions decisions, and the granting of transfer credit, for any courses in which they have received a grade below "C," will be based upon the review and recommendation of the transfer coordinator and dean of the School to which they have applied; approval of transfer credit will be in accordance with established policies.

In all degree programs, the University requires students to complete the General Education requirements. Transfer students will be granted course credit as follows for coursework taken prior to matriculation:

- Historical Studies Distribution – an appropriate 3-credit world, European or American history course
- Social Science Distribution – an appropriate 3-credit psychology, sociology, political science, or economics course
- ENG 101 and 102 – two appropriate 3-credit introductory writing courses at least at the 100 level
- Franciscan Studies/Theology Distribution – an appropriate 3-credit theology or religious studies course
- Required course with a "D" for Diversity – an appropriate 3-credit course with content reflective of a multi-cultural perspective
- Literature & The Visual Performing Arts Distribution – an appropriate 3-credit art, music, theater, or literature course
- Natural Science with Lab Distribution – an appropriate 4-credit science lab course
- Philosophy Distribution – an appropriate 3-credit philosophy course
- PHIL 104 (Ethics) – an appropriate 3-credit course with content reflective of Ethics
- Intensive Writing (W) – an appropriate 3-credit course that fulfills the learning objectives related to intensive writing
- Quantitative Reasoning Distribution – an appropriate 3-credit quantitative literacy course
- SBU 101 – a 2-credit requirement; all transfer students will be required to take a version of this

All students who transferred to St. Bonaventure University must take FS/THEO 101: The Way of Francis and Clare (unless they transfer an equivalent course from a Franciscan Institution).

Students who have earned an Associate in Arts or Associate in Science Degree will be considered to have satisfied the following requirements of the General Education Requirement:

Required specific courses:

SBU 101 and SBU 102
ENG 101 and ENG 102

Distributions:

Historical Studies
Literature and the Visual and Performing Arts
Natural Science with a lab
Social Science
Philosophy
Quantitative Literacy
Franciscan Studies/Theology

Students who have earned an Associate in Arts or Associate in Science Degree must demonstrate that their coursework has fulfilled the following requirements if they want to be exempted from this graduation requirement:

PHIL 104 (Ethics)

One course from each designation: Intensive Writing (W) and Diversity (D)

All decisions regarding transfer credit will be made by the appropriate academic dean and confirmed by the Registrar, subject to the approval of the Vice President for Academic Affairs. Please note that the above policy does not apply to matriculated students or those who seek readmission to SBU.

Quality points are not transferred, and hence, the cumulative index or grade point average for graduation is computed only on the basis of quality points earned at St. Bonaventure. A student must complete no fewer than 45 undergraduate credit hours at St. Bonaventure.

CLASSIFICATION OF STUDENTS

Students are classified in one of two ways:

1. Regular-recognized as matriculated (a degree candidate), either as a full-time student (carrying 12 credit hours or more) or as a part-time student (less than 12 hours).
2. Non-Matriculating-credits for courses taken are not applicable to a St. Bonaventure degree. This includes those taking courses, the credit for which will be transferred to another institution which has given the student written permission to take the courses.

CENTER FOR STUDENT WELLNESS

Medical History/Physical Record. Conditions of enrollment at the University include submission of the student's medical history and physical record. Students will not be able to register for classes and will be restricted from the room selection process if their medical record is not on file with the University Center for Student Wellness. The record is required for the benefit of the student. New York State Public Health Law 2165 requires specific immunizations.

STUDENT FINANCIAL SERVICES

FOR ACADEMIC YEAR 2017-2018 (AS OF JUNE 2017)

The estimated cost for a student is listed below, covering the fixed charges and the standard fees. It should be noted that the academic year is divided into two semesters of 15 weeks each. The University reserves the right to alter the fees below without notice.

FALL 2017 – SPRING 2018 TUITION, ROOM AND MEAL PLAN

Full-time students (12-18 credit hours per semester)	\$32,336.00
Part-time students per credit hour.....	\$962.00
(for course loads less than 12 credit hours and for credit hours in excess of 18)	
Post-baccalaureate per credit hour	\$733.00
Room for academic year 2017-2018 (average)	\$6,212.00
(this varies with building, number of occupants in the room)	
Meal plan options for academic year 2017-2018	
Required for students living in Doyle, Dev, Rob-Fal, Shay-Loughlen and Francis	
Bona Platinum: unlimited access, Hickey Dining Hall, every day.....	\$6,035.00
(includes \$300 flex dollars per semester)	
Bona Gold: unlimited access, Hickey Dining Hall, every day	\$5,735.00
(includes \$150 flex dollars per semester)	
Bona Silver: unlimited access, Hickey Dining Hall, every day	\$5,585.00
(Includes \$75.00 Flex Per Semester)	
Townhouses/apartments and off-campus optional meal plans	
Flex \$100 (\$100 flex dollars per semester).....	\$200.00
Flex \$200 (\$200 flex dollars per semester).....	\$400.00
Advantage \$500 (\$500 flex dollars per semester)	\$1,000.00
Advantage \$300 (\$300 flex dollars per semester)	\$600.00
Student Block 75 meals per semester	\$1,050.00
Student Block 100 meals per semester plus \$100 Flex	\$1,470.00
Student Block 150 meals per semester plus \$100 Flex	\$1,990.00

(Flex dollars can be used in the RC Café, Café La Verna, Clubhouse, Rathskeller, Hickey Dining Hall, Heavenly Grounds and concession stands. Flex dollars are exempt from NYS sales tax since they are part of your meal plan.)

OTHER FEES

University fees (per year for full-time students)	\$965.00
Books and supplies (estimated)	\$800.00
Application process (non-refundable)	\$30.00
Application process (readmission)	\$30.00
New Student Fee (freshmen/transfers – payable once).....	\$465.00
Student Health/Accident Insurance (optional per year).....	\$1,509.00
Graduate Medical Service	\$55/semester - \$110/year
Graduation Fee (mandatory for all undergraduate and graduate students).....	\$100.00
Transcript (written request required)	\$5.00
Graduate Supervision Fee (per semester)	\$150.00
Room reservation deposit (non-refundable)	\$150.00
Room cancellation fee (non-refundable)	\$200.00
*Confirmation fee (non-refundable; freshmen/transfers)	\$200.00
\$100 credited to General Obligation Deposit (to be credited to student account upon withdrawal from the university)	

\$100 credited to the semester of the student's first registration	
Franciscan Health Care Dual Admission Program (additional deposit)	\$300.00
Late payment fee (per semester)	\$100.00

Private telephone and television are optional.

**This deposit must be paid within the time set by the Admissions Committee. It is a partial pre-payment of the student's bill for the following semester and constitutes the student's acknowledgement of his/her acceptance.*

Remission of \$500 per student per year is granted when more than one child of the same immediate family are concurrently registered as full-time undergraduate students. This grant is not applicable if a student is receiving a grant or scholarship that covers full tuition.

A student with a baccalaureate degree who desires to register for undergraduate courses should register through the Office of Admissions as a Post-Baccalaureate Registrant.

2017 SUMMER SCHOOL FEES

Tuition per credit hour (undergraduate)	\$490.00
Tuition per credit hour (graduate)	\$733.00

Contact the Bursar's Office for room and meal plan fees.

WITHDRAWAL REFUND POLICY

Any student who withdraws from the University must give formal notice to the University Registrar. The below policy will be used for all withdrawals from the University with the exception of medical and military service leaves. The official withdrawal date is the date that the student begins the school's withdrawal process at the Registrar's Office or the date that the student otherwise provided official notification.

Please refer to the Academic Policy section of this catalog for policies and procedures to formally withdraw from the University. Federal financial aid will be calculated on an earned per diem basis for the academic calendar up to the 60 percent point in the semester. Please refer to the Financial Aid section of the catalog for details.

Students may request a review of their withdraw type, date of withdraw, or calculation within 30 calendar days of issuance of the final billing from the University. Requests made after 30 days will not be reviewed.

FALL/SPRING TUITION, ROOM AND MEAL PLAN REFUND

Tuition, room and meal plan charges will be refunded according to the following schedule:

1 st week	90% Refundable
2 nd and 3 rd week	80% Refundable
4 th and 5 th week	70% Refundable
6 th and 7 th week	50% Refundable
8 th and 9 th week	25% Refundable
Withdrawal after 9 th week	NO REFUND

FIVE WEEK TUITION, ROOM AND MEAL PLAN REFUND

Tuition, room, and meal plan charges will be refunded according to the following schedule:

1 st week	90% Refundable
2 nd week	50% Refundable
3 rd week	25% Refundable
Withdrawal after 3 rd week	NO REFUND

SEVEN WEEK TUITION, ROOM AND MEAL PLAN REFUND

Tuition, room, and meal plan charges will be refunded according to the following schedule:

1 st week	90% Refundable
2 nd week	75% Refundable
3 rd week	60% Refundable
4 th week	40% Refundable
Withdrawal after 4 th week	NO REFUND

REFUND POLICY FOR MEDICAL OR MILITARY SERVICE LEAVES

A leave of absence for medical reasons is issued by the vice president for Student Affairs only upon the written advice of other appropriate professional persons and only for one semester. Tuition will be pro-rated weekly as of the date the vice president for Student Affairs approves the medical withdrawal. Room and meal plan will be pro-rated weekly as of the date the student officially begins the school's withdrawal process or the date that the student otherwise provided official notification. Students may request a review of their withdraw type, date of withdraw, or calculation within 30 calendar days of issuance of the final billing from the University. Requests made after 30 days will not be reviewed.

If a student is called to active duty, a Military Withdrawal will be granted through the University's Registrar's Office. Students should contact the Registrar's Office as soon as possible to fill out the official withdrawal form. A Military Withdrawal will be granted once the University receives a copy of the official orders or a notice from the student's Commander.

Students with a military withdrawal will not be charged tuition for the semester of withdrawal, will receive a 100% refund, and will be removed from all courses with no credit and no record of attendance on the student's transcript. Room and meal plan will be pro-rated based on the number of weeks the student was enrolled in school.

CREDIT BALANCE REFUND

A credit balance remaining after all University obligations have been met, which results from state or federal financial aid, grants, or loans will be refunded within 14 days. When a Federal PLUS Loan creates a credit balance on a student's account, this refund will be payable to the borrower. All other refunds will be payable to the student. Students may request a refund for other credit balances at any time. All refunds are subject to the Bursar's approval. There are no refunds of fees once the semester has begun. Students have the option to sign up for direct deposit of their student refund. They may do so through their MySBU account (under Student Service tab). All University rules and regulations apply; the Bursar approves all refunds.

Refunds are issued by check on a weekly basis and mailed to the address on file. If you would like your check payable to someone other than the student or mailed to another address, the student will need to inform the Business Office in writing. Requests taken in person from the student will supersede a previous request. Refunds are available for pickup at the Business Office Monday-Friday, from 8 am – 12 pm and 1 pm – 4 pm.

Any excess credit from a payment plan over St. Bonaventure's cost will not be refunded until the payment plan has been paid in full. Please call the Business Office to discuss the over-payment and ways to adjust the contract so you are not waiting for a refund.

MEAL PLAN

A student living in a residence hall MUST purchase one of the following University meal plans: Bona Platinum, Bona Gold or Bona Silver. The ONLY exceptions are students living in Townhouses or Garden Apartments and graduate students. Unused Flex dollars and Block Meals will transfer from the fall semester to the spring semester, provided the student carries a meal plan of equal or greater value for the spring semester. At the end of the spring semester, unused Flex dollars and meals are nonrefundable and can't be transferred to the summer or new academic year. Absolutely no reimbursements will be given for unused meal plans or Flex dollars. Residential students may not purchase Block plans.

Within the above-mentioned guidelines, students may change a University meal plan during the first ten (10) business days of each semester only. This policy is strictly enforced. Students are required to personally file the appropriate request form for a meal plan change online at bonaexpress@sbu.edu. Meal plan changes are done exclusively online. Meal plans are not in effect and cannot be used when the campus and/or residence halls are closed during specified vacation periods, Christmas or semester breaks, and spring semester midterm break. There will be no dining services available on Thanksgiving Day or Easter Sunday.

CANCELLATION OF ROOM

A student requesting and receiving approval to break this contract prior to the opening of residence halls for the semester, or within the first two weeks of classes, does so under penalty of a \$200 cancellation fee, in addition to whatever prorated costs have accumulated for the first two weeks of class if the student did not request to cancel the contract prior to the date of opening of residence halls.

A student requesting and receiving approval to break this contract after the end of the second week of class of a semester does so under penalty of the cost of the room for the entirety of that semester, in addition to the \$200 cancellation fee. In order to properly cancel this contract, student must submit a written request to the Coordinator for Residential Education and Housing for approval. Once approved, a date and time for move out will be agreed upon between the student and the Coordinator for Residential Education and Housing.

FINANCIAL TERMS

Due dates for the payment of tuition, room, meal plan and other charges are set well in advance of the beginning of that semester. The due date for the fall semester is August 1st for returning students, and for the spring semester, December 19th. Financial responsibility begins with registration for a course. Failure to attend will not cancel a bill. Written notice must be given to the Registrar. A student's registration is subject to cancellation if charges for a semester are not paid by the due date specified on the bill. Students who expect to receive financial aid or loans from any source should begin their application process well in advance of the beginning of any semester. **Failure to settle accounts in full will prevent the student from registering for a subsequent semester, receiving academic credit, obtaining transcripts of grades, or receiving his/her diploma.**

Transcript holds are placed on any student account that chooses to use monthly payment plan, GA (Graduate Assistant) payment or RA (Resident Assistant) payments. These are elective plans for which the student or families decides to enroll which grant the student a postponement for their bill. Until full payment is received by the University the student account is not considered satisfied.

The University's student account billing is done electronically with our **ONLINE BILLING SYSTEM**. Students and parents have the ability to view their student account statements and daily student account activity online. St. Bonaventure University's e-billing system offers students and their families a safe means of receiving electronic billing statements and a secure method of making Web-based payments. We are pleased to offer Electronic

Check (ACH) payments for tuition, room and meal plans, fees and incidental expenses. There will be no service fee if processed through our new Web-based system.

Students enjoy having 24/7 access to student account information. To view your current statement, students should log onto <http://my.sbu.edu>, select student menu, and click on View/Pay Student Account. Students are encouraged to register parents as authorized users, which gives them access to the system and e-mail notification when a new bill is available. To set up an authorized user, the student logs onto <http://my.sbu.edu>, selects student menu, clicks on View/Pay Student Account, and then selects Add Authorized User.

After setting up an authorized user, the student will need to provide their login and password. Once the authorized user has access, they log in through the <https://commerce.cashnet.com/sbupay> site. There they will be prompted to reset their password.

For more information about the Online Billing system please refer to the link on www.sbu.edu/studentaccounts or call the Business Office at (716) 375-2100.

If you wish to submit payment by check please send to St. Bonaventure University, Business Office, P.O. Box 2448, St. Bonaventure, NY 14778. Checks should be payable to St. Bonaventure University. Please indicate the student's account number and name on the memo line of the check. The University reserves the right to alter any fees without notice. In light of economic fluctuations, the University cannot insure that the tuition and other charges as listed will prevail throughout the student's attendance.

Books, supplies or other items purchased at the Bookstore may not be charged to student accounts. The bookstore accepts MasterCard, VISA, Discover and American Express. The student is held financially responsible for any laboratory equipment damaged or lost due to the student's negligence, carelessness or failure to follow instructions. Students are responsible for maintaining the physical condition of their dormitory rooms as they find them. Rooms are checked for damages periodically by the Office of Housing, and students will be charged for any damage they cause. Dormitories are available for occupancy only during the time established in the academic calendar.

PAYMENT PLAN OPTIONS

PAYMENT PLANS

St. Bonaventure University understands that sometimes you need some help managing your tuition bill. That's why we offer the St. Bonaventure University tuition payment plan administered by Higher One. Payment plans are convenient, manageable payment solutions that give you the option to pay tuition in interest-free monthly installments, rather than one lump sum. Tuition payment plans offer:

- More time to pay. Spread your tuition payments over a period of several months.
- Interest savings. Use a payment plan to make monthly payments, interest free. You can also use a plan in conjunction with traditional student loans and aid.
- Convenience. You can enroll in a plan, manage your account and make payments online, 24 hours a day.

Plan Terms: Tuition payment plans administered by Higher One offer you the opportunity to pay your tuition, interest free, in 8, 9 or 10 payments, beginning 6/15, 7/15, or 8/15, respectively.

There is a \$55 application fee to enroll in the Tuition Payment Plan. School statements for the Fall term will be sent in July, with a payment due date of August 1st, to St. Bonaventure University. Please use the worksheet on the Tuition Payment Plan enrollment site to calculate the amount of your Tuition Payment Plan. If enrolling in

the Tuition Payment Plan, you must enroll by August 15th, to ensure your St. Bonaventure account is properly credited by the beginning of the fall semester.

To help you calculate how much to budget using a payment plan, school tuition and fee information can be found at: <http://www.sbu.edu/studentaccounts>

Enrolling in a tuition payment plan is easy. Simply visit tuitionpaymentplan.com/sbu, click on “Enroll Now,” choose the payment plan option that is best for you and follow the easy steps to complete your enrollment. During the process, you will create your user ID and password, which will allow you to log on and manage your account online.

Make managing your tuition payments a little easier with a tuition payment plan administered by Higher One. If you have any questions about the plan, call Higher One at (800) 635-0120 and a specialist will be happy to assist you.

If your payment plan amount does not satisfy your bill, the difference should be paid, by the due date, to St. Bonaventure University. Any excess credit from the payment plan over St. Bonaventure’s cost will not be refunded until the payment plan has been paid in full. Please call the Business Office to discuss the over-payment and ways to adjust the contract so you are not waiting for a refund.

Transcript holds are placed on any student account that chooses to use monthly payment plan, GA (Graduate Assistant) payment or RA (Resident Assistant) payments. These are elective plans for which the student or families decides to enroll which grant the student a postponement for their bill. Until full payment is received by the University the student account is not considered satisfied.

Deferred Payment Plan by Tuition Management Systems (TMS): St. Bonaventure understands that education expenses are easier to pay when spread over predictable, monthly payments. Our Interest-Free Deferred Payment Option, offered in partnership with Tuition Management Systems, Inc. (TMS), is an alternative to large semester payments and helps limit borrowing. Under this plan, 50% of the outstanding bill must be paid by August 15th, with the remaining balance paid in increments of 25% due September 15th, and 25% due October 15th, for the fall semester. For the spring semester, 50% of the outstanding bill must be paid by January 10th, with the remaining balance paid in increments of 25% due February 10th, and 25% due March 10th. There is a \$40 administrative fee per semester to enroll in this plan. Any balance not covered by the plan should be paid upon receipt of a bill.

If your payment plan amount does not satisfy your bill, the difference should be paid, by the due date, to St. Bonaventure University. Any excess credit from the payment plan over St. Bonaventure’s cost will not be refunded until the payment plan has been paid in full. Please call the Business Office to discuss the over-payment and ways to adjust the contract so you are not waiting for a refund.

Transcript holds are placed on any student account that chooses to use monthly payment plan, GA (Graduate Assistant) payment or RA (Resident Assistant) payments. These are elective plans for which the student or families decides to enroll which grant the student a postponement for their bill. Until full payment is received by the University the student account is not considered satisfied.

LOCAL BANKS AND BONA ID CARD

The local banks in the Olean/Allegany area offer a variety of arrangements for students to maintain checking and savings accounts. A local checking account is suggested in order to expedite purchases locally. Merchants do not normally accept out-of-town checks. A list of banks that participate is available at the Business Office. An Automatic Teller Machine is located within the Reilly Center, adjacent to the University Bookstore, with Five Star Bank as the servicing bank. Visa, MasterCard, Discover and American Express are also accepted.

BONA ID CARD

Your Bona ID card serves as your campus identification card, library card, building access card, meal plan card and as “Bona Express,” a convenient, easy, and safe way to make purchases on campus. The Bona Express feature allows students to have a separate account along with their meal plan. Meal plans are required for students living on campus.

The account allows students to have money, called “Bona Bucks,” to make purchases at the University Bookstore and dining facilities. Students may purchase Bona Bucks online at <https://sbu.afford.com/PPT/MakeAPayment>. Bona Bucks can be used in the RC Café, Café La Verna, Rathskeller, Hickey Dining Hall, Francis Dining Hall, University Bookstore and concession stands.

FINANCIAL AID

St. Bonaventure University is aware of the fact that it is becoming more of a challenge to meet the rising costs of a college education. The financial aid programs at St. Bonaventure have been developed with that in mind. Eligibility for most forms of aid is based primarily on need and/or academic achievement. A student must be matriculating in order to qualify for any financial aid. Federal and New York State regulations also stipulate that students may receive financial aid only for courses that are required for their degree program. The following sections give a general overview of the types of financial assistance available to students and their families. Students must file the Free Application for Federal Student Aid (FAFSA) so that eligibility for federal programs may be determined. New York residents seeking TAP must file a New York State TAP Application.

ST. BONAVENTURE UNIVERSITY GRANTS AND SCHOLARSHIPS

A student must be enrolled full-time (12 credit hours per semester or more) at St. Bonaventure to receive institutional scholarships or grants. These scholarships and grants are available for undergraduate study for up to eight semesters only. Funds cannot be used to cover study abroad costs or summer school costs. Academic scholarship and grant amounts are determined for incoming students and are renewed at the original amount each year thereafter provided the minimum cumulative GPA is met.

St. Bonaventure University Presidential Awards. This prestigious scholarship is awarded annually to incoming freshmen with exceptional academic credentials regardless of financial need. A cumulative grade point average of 3.25 or better is required for renewal. The resident portion of the award requires that a student reside in campus housing with housing charges.

Friars Scholarship. In keeping with the goals of Franciscan education, the friars of St. Bonaventure University offer scholarships funded through the contributed services of the friars. This scholarship fund recognizes academically gifted freshmen and transfer students. Awards can vary dependent upon the degree of achievement of the applicant. A cumulative grade point average of 3.0 or better must be maintained for renewal. The resident portion of the award requires that a student reside in campus housing with housing charges.

Provost Scholarship. These grants are awarded to entering freshmen and transfers with high academic achievement. A cumulative grade point average of 2.75 or better must be maintained for renewal. The resident portion of the award requires that a student reside in campus housing with housing charges.

St. Bonaventure Achievement Grant. These grants are available to entering freshmen and transfers with commendable academic achievement. A cumulative grade point average of 2.5 or better must be maintained for renewal. The resident portion of the award requires that a student reside in campus housing with housing charges.

St. Bonaventure Grant-in-Aid. These grants are available to incoming and continuing students primarily on the basis of financial need, as determined by the Free Application for Federal Student Aid (FAFSA). It is a requirement that this application be filed for an initial grant and for renewal. Students must continue to demonstrate financial need and maintain a cumulative grade point average of 2.0 or better for renewal. The resident portion of the award requires that a student reside in campus housing with housing charges.

High School Scholarships. Students enrolling as regularly admitted freshmen from the following high schools will receive a \$1,000 scholarship:

- Aquinas Institute, Rochester, New York

- Bishop Timon/St. Jude, Buffalo, New York
- Notre Dame High School, Batavia, N.Y. (limited; academic restrictions apply)
- Serra Catholic High School, McKeesport, Pennsylvania
- St. Mary's High School, Lancaster, NY (nonrenewable)

Unless otherwise specified, a 2.0 cumulative grade point average must be maintained for renewal of high school scholarships and other St. Bonaventure grants or scholarships not already mentioned.

St. Bonaventure Southern Tier Scholarship. This award is available for first-time freshmen and transfers who reside or attended high school in Cattaraugus, Allegany, or Chautauqua Counties. This award is in addition to any other academic award received. The award amount will be \$2,500 and is renewable annually, in the same amount, provided that the student maintains a cumulative grade point average of 2.0 or higher. Students receiving athletic aid are not eligible.

St. Bonaventure Buckeye Award. This award is available for first-time freshmen who graduate from a high school in Ohio. This award is in addition to any other academic award received. The award amount will be \$2,500 and is renewable annually, in the same amount, provided that the student maintains a cumulative grade point average of 2.0 or higher. Students receiving athletic aid are not eligible.

St. Bonaventure Geographic Diversity Award. This award is available for first-time freshmen who graduate from a high school outside New York and Ohio. This award is in addition to any other academic award received. The award amount is \$2,500 and is renewable annually, in the same amount, provided that the student maintains a cumulative grade point average of 2.0 or higher. Students receiving athletic aid are not eligible for this award.

St. Bonaventure Sibling Grant. This award is available to students if two or more siblings from the same immediate family are concurrently registered as full-time undergraduate students in the same semester. The grant is for \$250 per semester of concurrent enrollment (or \$500 max per student per year). This grant does not apply to graduate students. This grant is not applicable if a student is receiving a grant, scholarship or award that covers full tuition.

Annual and Endowed Scholarships and Grants. These scholarships are funded by generous gifts from donors to St. Bonaventure University. New scholarships are established throughout the year so opportunities for financial aid continue to grow. Many scholarships are awarded for a four-year period and may not be available to new students every year. A student must be enrolled full-time to qualify for these awards. Students will automatically be considered for awards as part of the financial aid package if they file the FAFSA by the required deadline. There is no special application required other than the FAFSA.

Giant Step Aid. Operation Giant Step is a program designed to provide an opportunity for qualified high school seniors within commuter distance to enroll in college-level courses with credit prior to the completion of their high school education. Students will be allowed to take as many as six hours per term. The University fee is \$180 per credit hour per course, subject to change and dependent upon tuition increases. For more detailed information contact the Office of Admissions (see Admissions section also).

Senior Citizen Program. St. Bonaventure University invites senior citizens to enroll in undergraduate, graduate, and continuing education courses. The privilege is extended to eligible persons 60 years of age or older. The cost of tuition varies depending on the individual's application status: auditor, non-matriculant, or matriculant. Regardless of the application status, an individual is responsible for the cost of books and supplies as may be needed for a course.

Applicants must procure the senior citizen application form from the Office of Admissions. This form should be completed and returned prior to registration day of the session for which the applicant intends to enroll. The University fee is \$180 per credit hour per course, subject to change.

SBU Military Aligned Student Assistance Grant. Veterans, active duty service members, reservist, guardsmen, and their dependents are eligible for the SBU Military Aligned Student Assistance Grant. The grant assures that veterans and their dependents (as defined on the FAFSA) will receive a minimum of 50% of their tuition costs in grants and scholarships.

The grant amount is determined by taking the total tuition charges and subtracting all other grants and scholarships that the student qualifies to receive. The SBU Military Aligned Student Assistance Grant is awarded after all other aid. Grants and scholarships include but are not limited to the federal Pell Grant, NYS TAP, SBU merit and need based scholarships, Post 9/11 GI Bill, Montgomery GI Bill, Yellow Ribbon, and other veterans' educational benefits. If at least 50% of the tuition charges are covered by other grants and scholarships, then the student will not qualify for any additional SBU Military Aligned Student Assistance Grant. This grant is available to all full and part time students enrolled in all undergraduate and graduate SBU academic programs and majors with the exception of SBU online programs.

NEW YORK STATE GRANTS AND SCHOLARSHIPS

Recipients must be in good academic standing in accordance with the New York state commissioner's regulations, and must not be in default of a loan guaranteed by the Higher Education Services Corporation of New York. These standards are listed in the section titled "Criteria for Renewal of Financial Aid."

The information provided regarding New York state grants and scholarships is subject to change based on legislative action that could occur after the date of this publication. For more information, go online to www.hesc.ny.gov.

Tuition Assistance Program (TAP). The following information is based on programs provided by New York state statute. Some programs may not be funded at the levels indicated and are subject to yearly approval by the New York State Legislature.

The New York Higher Education Services Corporation offers grants to New York state residents enrolled in full-time programs in approved New York State colleges and universities in amounts ranging from \$500 to \$5,165 per year.

To be eligible for TAP, a student must be a full-time student carrying at least 12 credit hours in each fall and spring semester. Other than students enrolled in the HEOP program, a student at St. Bonaventure is not eligible to receive more than eight semesters of undergraduate TAP.

TAP Application Procedures. Complete and submit the Free Application for Federal Student Aid (FAFSA), which can be filed electronically at www.fafsa.ed.gov. Once the FAFSA is completed and you are a New York State resident, and list at least one New York State school on the application, you will be linked to www.hesc.ny.gov to complete the Express TAP Application (ETA) online. If you file a paper FAFSA or do not link from the FAFSA online, the New York State Higher Education Services Corporation (NYSHESC) will email you online instructions for completing the TAP-on-the-Web application.

Selection of Recipients and Allocation of Awards: TAP is an entitlement program. There is neither a qualifying examination nor a limited number of awards. The applicant must: (1) be a New York state resident and a U.S. citizen or permanent resident alien; (2) be enrolled full-time and matriculated at an approved New York state postsecondary institution; (3) have, if dependent, a family net taxable income below \$80,000, or if independent

and single with no tax dependents, a net taxable income below \$10,000; (4) and be charged a tuition of at least \$200 per year.

The current definition of independent status for New York State is as follows:

1. Applicants 35 years old or older as of June 30 preceding the academic year for which assistance is being sought
2. Applicants between 22 and 35 years old as of June 30 are considered independent if they meet all of the conditions below:
 - a. resident in any house, apartment or building owned or leased by parents for more than six consecutive weeks in calendar years 2016, 2017, 2018
 - b. claimed as a dependent by parents on their Federal or State income tax returns for 2016 and 2017
 - c. recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 2016, 2017, 2018
3. under 22 years of age on June 30, 2015, and meeting all other requirements of (2) above, and in addition able to provide supporting documentation for one of the following:
 - o both parents deceased, disabled or incompetent;
 - o receiving public assistance other than Aid to Dependent Children (ADC) or food stamps;
 - o award of a court;
 - o unable, due to an adverse family situation, to submit parents' income.

Award Schedule: The amount of the TAP award is scaled according to level of study, tuition charge and net taxable income.*

*The income measure is the family's (or independent student's) New York state net taxable income from the preceding tax year plus certain non-taxable income, and (for dependent students) support from divorced or separated parents. This income is further adjusted to reflect other family members enrolled full-time in post-secondary study.

Regents Award for Children of Deceased or Disabled Veterans. Contact the Office of Financial Aid for more information.

Child of Deceased Police Officer-Firefighter. Contact the Office of Financial Aid or the New York State Higher Education Service Corporation for more information.

State Aid to Native Americans. Enrolled members of a New York State tribe and their children who are attending, or planning to attend a college in New York State and are New York State Residents, are eligible.

Applications must be postmarked by July 15th for the fall semester, December 31st for the spring semester, and May 20th for the summer session. Specific eligibility criteria and applications can be found at the New York state Education Department, Native American Education Unit.

Division of Vocational Rehabilitation (VESID). Some individuals because of the severity of a disability are eligible for educational financial assistance through the Division of Vocational Rehabilitation. Awards are based upon the degree of disability and the financial capabilities of the family to provide for the student's education. Should you have such a disability, please contact the Agency of the Division of Vocational Rehabilitation serving your area, and discuss the matter with a counselor.

Arthur O. Eve Higher Education Opportunity Program (HEOP). This program is designed for students who have the potential for, and interest in, furthering their education but are not admissible under St. Bonaventure University's regular admissions requirements. Students must meet the economic and academic criteria as

prescribed by the New York State Department of Education. Further information may be obtained by contacting the Director of HEOP.

FEDERAL LOANS

In order to continue to receive federal grants, students must continue to make satisfactory academic progress according to the information outlined in the section entitled "Criteria for Renewal of Financial Aid."

Federal Pell Grant. The Federal Pell Grant is a federal program designed to provide financial assistance to those who need it to attend post-high school educational institutions. The amount of a Federal Pell Grant is determined on the basis of a family's financial resources. The grant is based on need, and may range from \$606 to \$5,920. The Free Application for Federal Student Aid (FAFSA) must be submitted by those who wish to apply for the Pell Grant.

Federal Supplemental Educational Opportunity Grants (FSEOG). This is a federal aid program that provides for assistance to undergraduate students with exceptional demonstrated financial need. The grants range from \$100 to \$4,000 per year. All applicants are required to file a FAFSA for each academic year. The University determines the amount of the awards and the recipients based on the funds made available to the University in a given year. Priority is given to Pell Grant recipients. Receipt of FSEOG in one year does not guarantee receipt in subsequent years. Further information on this grant can be obtained by writing to the Office of Financial Aid, St. Bonaventure University, St. Bonaventure, N.Y. 14778.

Veterans Assistance. Students with educational benefits available to them through the Veterans Administration should contact the Veterans coordinator in the Office of Financial Aid. Information is also available on the SBU Financial Aid website.

LOANS

FEDERAL DIRECT LOAN PROGRAM

Application Procedures: Students must file a FAFSA in order to have eligibility determined. Students may qualify for a "subsidized" loan, which is based on need, or an "unsubsidized" loan regardless of need. Once eligibility has been established, the student will be notified of the process to follow. It will be necessary to complete a Master Promissory Note (MPN) and loan entrance counseling. St. Bonaventure will send instructions on how to complete the promissory note electronically (eMPN) and loan entrance counseling. For the school year beginning in the fall, funds may not be disbursed earlier than the start of the semester. Funds for first-year, first-time students will not be disbursed until approximately three weeks after the start of the term.

Selection of Recipients and Allocation of Awards: To be eligible for a Federal Direct loan a student must be: (1) a U.S. citizen or permanent resident alien; and (2) admitted as a matriculated, at least half-time, student at an approved college, university or other postsecondary institution in any of the United States or in a foreign country.

Loan Schedule: An undergraduate student may borrow up to \$5,500 (at least \$2000 unsubsidized) for the first year of study, \$6,500 (\$4,500 subsidized, \$2000 unsubsidized) for the second year, and up to \$7,500 (\$5,500 subsidized, \$2000 unsubsidized) for each of three or more years, to a maximum of \$31,000 (no more than \$23,000 can be subsidized). If you are an independent undergraduate, you can borrow up to \$9,500 for the first year (at least \$6,000 must be in unsubsidized Federal Direct loans); \$10,500 for the second year (at least \$6,000 must be in unsubsidized Federal Direct loans); and \$12,500 for the third and fourth (and possibly fifth) academic years (at least \$7,000 of this amount must be in unsubsidized Federal Direct loans).

The total Federal Direct loan debt you can have outstanding as a dependent undergraduate is \$31,000; as an independent undergraduate, \$57,500.

Rights and Responsibilities of Recipients: An undergraduate student may borrow at relatively low fixed and variable interest rates subsidized and unsubsidized Federal Direct Loans. Payment of principal may further be deferred during study under a graduate program approved by the U.S. Commissioner of Education, during up to three years of active U.S. armed forces service, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteer, or during up to 12 months of unsuccessful search for full-time employment.

If you have a need-based (subsidized) Federal Direct Loan, the federal government pays the interest on the loan while you are in school during the grace period or in deferment. If you have a non-need-based (unsubsidized) Federal Direct Loan, you will be responsible for the interest during in-school and deferment periods.

After ceasing to be enrolled at least half-time, the borrower must make formal arrangements with the lending institution to begin repayment. The following regulations apply: (1) Depending on the amount of the loan, the minimum monthly payment will generally be \$50 plus interest. Under unusual and extenuating circumstances the lender, on request, may permit reduced payments. (2) The maximum repayment period is generally 10 years. (3) Repayment in whole or part may be made at any time without penalty. (4) Borrowers may be able to consolidate all loan payments. Consult the Office of Financial Aid or your lender.

FEDERAL PERKINS LOANS

Application Procedures: Application is made by filing the FAFSA through the Office of Financial Aid. Forms, as well as specialized information on loan cancellation provisions for borrowers who go into certain fields of teaching or specified military duty, are available in the Office of Financial Aid.

Amounts which may be borrowed: For students who have received a previous Federal Perkins Loan for each year of undergraduate study you may borrow up to \$5,500 provided you have remained in the same major as your prior Federal Perkins Loan. The total debt you can have outstanding as an undergraduate is \$27,500. The total debt you can have outstanding as a graduate/professional student is \$60,000 (this includes Federal Perkins Loans borrowed as an undergraduate). Limited funds are made available to the University, which then must determine the student recipient on the basis of need. Receipt of a Federal Perkins Loan in one year does not guarantee receipt in subsequent years.

Rights and Responsibilities of Recipients: Continued eligibility is dependent on maintenance of satisfactory academic progress. The current interest rate payable during the repayment period is 5 percent on the unpaid principal. Repayment begins nine months after graduation or leaving school, or dropping below half-time status, and may extend over a period of 10 years. Payment is not required for up to three years of active U.S. military service, or service in the Peace Corps, VISTA, or similar national program.

FEDERAL DIRECT PLUS LOANS FOR PARENTS & GRADUATE STUDENTS

Federal Direct PLUS loans enable parents with good credit histories to borrow for each child who is enrolled at least half-time and is a dependent student. The yearly loan limit is the cost of education minus any estimated financial aid for which a student may qualify.

INSTITUTIONAL LOANS

SBU Student Loan Program. This program is available to seniors who are within nine months of receiving a degree at the time of disbursement. The following are steps that need to be completed to be considered for the loan:

1. File the SBU loan application.
2. File the FAFSA (the University must receive the processed results).
3. The applicant must demonstrate a financial need.
4. The applicant must have exhausted Federal Direct Loan eligibility for the year.

All loan applications will be judged on the basis of financial need, and can range up to \$1,000 for the academic year, dependent upon student or family circumstances and available institutional funds.

ALTERNATIVE EDUCATION LOANS

Before borrowing an Alternative Education loan, be sure to exhaust all federal loan options first (Federal Perkins loan, Federal Direct Student loans and Federal Parent PLUS loans). An alternative loan is borrowed through a major lender. The borrower and cosigner must go through a credit check. In most cases, no repayment is required on the loan while the student is in school. However, you do have the option to pay the principal and/or interest while in school.

Visit www.elmselect.com where you will find a link to St. Bonaventure's profile page on ELM Select. ELM is a not-for-profit service that allows you to research many alternative loan lenders and their loan products, as well as compare them side by side to find the best loan for you. Once you have selected a loan, you can apply directly from the ELM Select page. Though St. Bonaventure provides a list of lenders with whom we have worked in the past, you are free to choose any lender. St. Bonaventure does not discriminate and will not intentionally delay or refuse to process a loan from a lender that is not represented on the provided list.

After you complete the loan paperwork and the loan is approved, the lender will send SBU's financial aid office the loan certification. Loans will disburse at the beginning of the semester.

STUDENT EMPLOYMENT

FEDERAL WORK STUDY

St. Bonaventure University administers the Federal Work Study Program, which provides jobs for students with demonstrated financial need. Both full-time and part-time undergraduate are eligible to participate in the program. Placement in a job depends on the availability of open positions. A portion of Federal Work Study funds are allocated to community service positions. The FAFSA must be filed each year if you desire job placement or renewal consideration.

ST. BONAVENTURE UNIVERSITY STUDENT EMPLOYMENT PROGRAM

St. Bonaventure operates its own work program (Bona Work) as a supplement to the Federal Work Study Program. Some opportunities for placement do exist on campus. Placement in a job depends on the availability of open positions. Job opportunities are posted on the SBU Web site. Access to job postings is available to all enrolled students with a valid e-mail account. Information may be obtained by contacting the Office of Financial Aid.

CRITERIA FOR RENEWAL OF FINANCIAL AID

ST. BONAVENTURE UNIVERSITY AID

A student must maintain both full-time status (12 credit hours) each semester and maintain the following cumulative grade point averages to have institutional awards renewed as outlined in the following chart. Please note that the St. Bona Grant-in-Aid, St. Bona Resident Grant are based on financial need and are subject to change if a family's financial circumstances change. A FAFSA must be submitted annually for review by the Office of Financial Aid. All resident grant/scholarship recipients must reside on campus and have housing charges in

order to renew the award. Appeals regarding loss of St. Bonaventure Aid may be made to the Financial Aid Appeals Chair, c/o Office of Financial Aid.

- Presidential Scholarship/Resident Scholarship..... 3.25
- Friars Scholarship/Resident Scholarship 3.00
- Provost Scholarship/Resident Award..... 2.75
- St. Bona Achievement Grant/Resident Grant..... 2.50
- St. Bona Southern Tier Scholarship Award..... 2.00
- St. Bona Geographic Diversity Award 2.00
- St. Bona Buckeye Award..... 2.00
- St. Bona Incentive Grant/Resident Grant..... 2.00
- St. Bona Grant-in-Aid/Resident Grant..... 2.00
- High School/Endowed (named) and other SBU Scholarships..... 2.00

FEDERAL AID

In addition to meeting the academic standards outlined in the section dealing with academic policies, full-time students who are recipients of any federal aid (Federal Pell, FSEOG, FWS, Federal Perkins, Federal Direct, PLUS) must also complete their educational objective within a period which is equivalent to 150% of the expected degree completion time frame (adjustments are made for difference in enrollment status; e.g. half-time), and must meet the standards of satisfactory progress outlined in the following chart:

Semester	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Cumulative Credits	0	10	20	30	40	50	60	70	80	90	100	110
Earned Cum. GPA	0	1.25	1.7	1.85	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

At the end of every semester, a student’s eligibility will be reviewed to determine if at least two-thirds of the attempted credits have been completed successfully. For example a student who has attempted 15 credits will need to have completed at least 10 credits with the requisite GPA to maintain good status. If the student fails to complete the requisite number of credits and/or does not have the required GPA, the student will be placed in Warning Status for the next semester. Failure to complete the number of credits or meet the GPA requirements when in Warning Status will result in loss of Federal Aid for ensuing semester.

Students may appeal their loss of federal financial aid if they have extenuating or mitigating circumstances and can create a successful plan for being on pace with degree completion requirements as outlined above. If the appeal is granted, students will be placed on Federal Financial Aid Probation and be eligible to receive aid for the next semester. A review of eligibility will be completed at the end of the semester. If the appeal is not granted, the student will be placed on Federal Financial Aid Suspension. Eligibility will be reinstated once credits and GPA requirements are met.

Transfer students will note that credits earned at a previous institution will be counted towards the maximum number of credits allowed for funding, not to exceed the 150% of the expected credit requirements.

Students who repeat a course may receive financial aid for the course if they are registered for a sufficient number of credits to maintain pace toward degree completion. Repeat courses will not count towards the attempted credits for any term; therefore students will need to complete two-thirds of credits taken for the first

time in order to maintain eligibility. A student may receive federal financial aid once for a repeated course in which they received a passing grade.

NEW YORK STATE AID

Satisfactory Academic Progress. To receive assistance from New York State, a student must remain in “Good Academic Standing.” This means that the student must: (1) display satisfactory academic progress toward the completion of his/her program requirements, and (2) demonstrate pursuit of the program in which he/she is enrolled. The two elements of satisfactory academic progress and program pursuit must be met for each term of study in which an award is received.

Satisfactory Progress. A student must acquire a minimum number of credits at each semester interval and a minimum cumulative grade point average (GPA). Students generally must meet the standards of satisfactory academic progress as outlined on the following charts:

For students first receiving aid in 2007-08, 2008-09, 2009-10 and HEOP

Before Being Certified for this Payment of State Aid	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
A Student Must Have Accrued at Least this Many Semester Credit Hours	0	3	9	21	33	45	60	75	90	105
With at Least this Cumulative Grade Point Average	0	1.10	1.20	1.30	2.00	2.00	2.00	2.00	2.00	2.00

For non-remedial students first receiving aid in 2010-11 and thereafter

Before Being Certified for this Payment of State Aid	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
A Student Must Have Accrued at Least this Many Semester Credit Hours	0	6	15	27	39	51	66	81	96	111
With at Least this Cumulative Grade Point Average	0	1.50	1.80	1.80	2.00	2.00	2.00	2.00	2.00	2.00

Education law requires that no undergraduate student shall be eligible for more than four academic years (eight semesters) of state awards or five academic years (10 semesters) if the program of study normally requires five years. An example of such a program is the Higher Education Opportunity Program. A fifth year of undergraduate tuition assistance will reduce a student's eligibility for graduate support of one academic year. Other than students enrolled in the HEOP program, a student at St. Bonaventure is not eligible to receive more than eight semesters of undergraduate TAP.

Program Pursuit: State regulations define “program pursuit” as receiving a passing or failing grade in a certain percentage of a full-time course load (12 credit hours). The standards are as follows:

- In each semester of study in the first year for which an award is made, the student must receive a passing or failing grade in at least six credit hours (i.e., 50 percent of the minimum of full-time load of 12 hours).
- In each term of study in the second year for which an award is made, the student must receive a passing or failing grade in at least nine credit hours (i.e., 75 percent of the minimum full-time load).

- In each term of study in the third and each succeeding year for which an award is made, the student must receive a passing or failing grade in at least 12 credit hours (i.e., 100 percent of the minimum full-time load).

The state will accept as a passing or failing grade the grades "A" through "F" and any grade that indicated the student (1) attended the course for the entire semester and (2) completed all the assignments. The grade of "I" (incomplete) is acceptable only if it automatically changes to a standard passing or failing grade before the completion of the next term of study. The grades of "W" or "AU" do not constitute grades that may be used to meet the requirement of program pursuit.

Repeats: A repeated course in which a student received a passing grade is not eligible for New York state aid.

Waiver Procedures: If a student fails to maintain program pursuit, fails to make satisfactory progress, or fails to meet both of these elements of good standing, the University may grant a waiver which would allow the student to receive New York state financial assistance for the next semester. A maximum of one waiver at the undergraduate level and one waiver at the graduate level may be granted to a student, if the university certifies and maintains documentation that such a waiver is in the best interest of the student.

A waiver will be granted if situations beyond a student's control prevent the student from maintaining satisfactory academic progress or program pursuit. The waiver will not be automatic since it is intended to accommodate only extraordinary cases. These situations must be documented. Reasons for which waivers may be granted include:

- personal medical problems
- family medical problems
- severe personal problems
- a death in the family
- other circumstances beyond the control of the student

Any student wishing to request a waiver must submit it in writing to the Office of Financial Aid. The request should detail the reasons why special consideration should be given. (A statement simply requesting a waiver is insufficient). Documentation supporting the stated reasons for special consideration must be provided. Written statements from appropriate third parties or agencies where appropriate should be provided. The student is responsible for requesting that all documentation be forwarded to the Office of Financial Aid. Documentation should indicate that the student's problems have been directly responsible for the inability to meet satisfactory progress and/or program pursuit requirements.

The Office of Financial Aid will forward the waiver request and all supporting documentation to the Vice President for Academic Affairs. Once the information has been reviewed the student will be informed in writing of the decision.

Award programs affected by this policy include the following NYS aid programs:

- Tuition Assistance Program (TAP)
- Children of Deceased and Disabled Veterans Award (CV)
- Higher Education Opportunity Program (HEOP)
- Vietnam Veterans Tuition Award
- New York State Scholarship for Academic Excellence

Transfer Student Eligibility: Transfer students (and students readmitted after a period of absence from college) will be subject to procedures slightly different from those applied to students in continuing status. For example, when a student transfers from a TAP-eligible program at one institution to another TAP-eligible program at a second institution, the receiving institution must make a determination, based upon an evaluation of the student's academic and, to the extent possible, financial aid record, that the transfer student is able to benefit from and is admissible to the new program of study. The receiving institution will assign a certain number of transfer credits it is willing to accept from the student's previous study, and on the basis of this assessment the student will be placed either at the appropriate point on the chart of "satisfactory academic progress" (described above) that corresponds to the number of transfer credits accepted, or at the point which corresponds to the number of payments previously received by the student, whichever is more beneficial to the student.

METHOD AND FREQUENCY OF TITLE IV FINANCIAL AID DISBURSEMENTS

Federal Pell Grants, Federal Perkins Loans, and FSEOG are credited directly to a student's account with the Business Office. One-half of a student's total award is credited per semester. Students receiving a Federal Work Study award (FWS) are paid on a biweekly basis for hours worked. Payment is made directly to the student. Federal Direct Loan funds are typically sent by electronic funds transfer (EFT). Generally, one-half of the total loan is sent for each semester, less any origination fees deducted by the lender. The same is usually the case for Federal Direct PLUS Loans. If a check is received for either a Federal Direct or Direct PLUS loan, the Business Office will obtain the appropriate endorsement from the student and/or parent.

FINANCIAL AID REFUND POLICY

When a student withdraws from the University prior to the end of the semester and has received financial aid other than Federal Work Study, calculations are done to determine if any money needs to be returned to the sponsoring aid programs. Withdrawal procedures can be found in the Academic Policies section of the catalog.

St. Bonaventure University Scholarships and Grants: The student's account will be credited with a prorated scholarship/grant. The percentage used in proration will be the same as the percentage of revised tuition liability, i.e., a student eligible for a tuition refund equivalent to 90 percent of tuition charges has incurred a 10% tuition liability. The student's account will be credited with 10% of the semester scholarship/grant award.

State Scholarships: Refunding proration is done according to specific regulations of the sponsoring state.

Private (Outside) Scholarships: Refunding proration is done according to specific regulations of the sponsoring agency.

Federal Programs (Title IV): Regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who officially withdraw during a term for which payment has been received. These policies are effective only if a student completely terminates enrollment or stops attending classes before completing more than 60 percent of the enrollment period. Federal aid is earned in a prorated manner on a per diem basis based on the academic calendar up to the 60 percent point in the semester. Federal aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Office of Financial Aid. After the dollar amount to be refunded to the federal programs has been determined, the refund is applied to the accounts in the following sequence: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, Federal PLUS Loan, Federal Pell Grant, and Federal Supplemental Educational Opportunity Grant (FSEOG).

Federal Program Repayment Policy: The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law

also specifies the order of the return of the Title IV funds to the programs from which they are awarded which is listed above.

A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid a student earned during the term. The amount of Title IV aid is earned by multiplying the total Title IV aid (excluding Federal Work Study) for which the student qualified by the percentage of time during the term that the student was enrolled. If less aid was paid than earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the amount earned from the amount actually disbursed.

The responsibility for returning unearned aid is allocated between the university and the student according to the portion of disbursed aid that could have been used to cover university charges and the portion that could have been disbursed to the student once the university charges were covered. St. Bonaventure University will distribute the unearned portion of the disbursed aid that could have been used to cover university charges and the portion that could have been disbursed directly to the student once university charges were covered.

St. Bonaventure University will distribute the unearned aid back to the Title IV programs as specified by law. The student will be billed for the amount the student owes to the Title IV programs and any amount due to the university resulting from the return of Title IV funds used to cover university charges.

The requirements for Title IV program funds when you withdraw are separate from the refund policy of the university. The refund policy of the university can be found in the Student Expenses section of the catalog. Therefore, you may still owe funds to the university to cover unpaid institutional charges.

Copies of common refund examples are available in the Office of Financial Aid.

AWARDS AND HONORS

GENERAL HONORS

St. Bonaventure University grants three grades of distinction to graduates whose cumulative index of academic scholarship indicates leadership and high scholastic attainment.

- Summa Cum Laude – when the index is 3.90 or above
- Magna Cum Laude – when the index is 3.60 to 3.89
- Cum Laude – when the index is 3.25 to 3.59

DEAN'S LIST

All full-time undergraduate students who have an academic index of 3.25 or better in the previous semester may be included in the Dean's List. The name of any student may be withdrawn at any time by the Vice President for Academic Affairs if the student fails to maintain a satisfactory standard of scholarship and conduct.

HONOR SOCIETIES

To be eligible for membership in an honor society a student must have been in residence for at least two years (four semesters), or have earned at least 60 credit hours, and must be of good character and show promise of leadership.

- **Alpha Delta Sigma** is the honor society of the American Advertising Federation.
- **Alpha Mu Alpha** is the marketing honor society.
- **Alpha Psi Omega** is the National Theater Honor Society.
- **Beta Gamma Sigma** is the national honor society for business students in AACSB-accredited schools.
- **Chi Alpha Epsilon, Zeta Epsilon Chapter - Chi Alpha Epsilon** was formed to recognize the academic achievements of students admitted to colleges and the universities through non-traditional criteria such as Educational Opportunity Programs.
- **Delta Epsilon Sigma** is the national scholastic honor society for students in Catholic colleges and universities.
- **Kappa Delta Pi** is an international honor society for students in education. The University's Xi Nu Chapter is open to juniors and seniors whose overall GPA is 3.25 or better.
- **Kappa Tau Alpha** is the national honor journalism/mass communication society with members limited to those students in the top 10 percent of their class based on their overall indices.
- **Phi Alpha Theta** is an international honor society for students in history.
- **Phi Eta Sigma** is the national honor society for college freshmen who have a cumulative grade point average of 3.5 or higher at the close of a full-time curricular period during their first year.
- **Pi Delta Phi-Eta Theta Chapter** is the national honor society for students of French.
- **Pi Gamma Mu** is the international honor society in social science. History and sociology majors are also eligible to join.
 - Membership includes:
 - lifetime membership
 - a certificate and a gold-plated key pin
 - a subscription to the Pi Gamma Mu Newsletter and to the International Social Science Review
 - eligibility for a graduate school scholarship
 - advancement in government service rating
 - invitation to regional meetings and conventions
 - academic recognition and enrichment

- **Pi Mu Epsilon-New York Omega Chapter** is the national honorary mathematics fraternity.
- **Pi Sigma Alpha** is the national honor society in political science.
- **Psi Chi** is the national honor society in psychology.
- **Sigma Delta Pi** is a national honor society for students in Spanish.
- **Sigma Pi Sigma** is the national honor society in physics.

SOCIETIES

These organizations provide the student with an opportunity to meet fellow students in mutual bonds of friendship and achievement. These are:

- **Alpha Kappa Mu** - for students pursuing the bachelor of science degree in the School of Arts and Sciences.
- **American Advertising Federation** - St. Bonaventure Chapter, Student Affiliate.
- **American Chemical Society** - St. Bonaventure Chapter, Student Affiliate.
- **Gold Bar Club** is a professional society for ROTC students, but is open to the entire student population.
- **Iota Delta Alpha** - for students pursuing the bachelor of science degree in the School of Arts and Sciences.
- **Society of Professional Journalists** is the national professional journalism and mass communication society, open to undergraduates with above-average academic standing who have participated in professional or collegiate media, or both.
- **Student Section** - St. Bonaventure Chapter of the Society of Physics Students.

AWARDS

St. Bonaventure University each year grants the following honors and awards for outstanding scholarship and achievement:

- **The Ideal Bonaventure Man.** This honor is awarded to a male senior who, in the judgment of a Committee on Student Affairs, eminently exemplifies the values and qualities — personal, social, academic and spiritual — which the University aims to develop in all its male students.
- **The Ideal Bonaventure Woman.** This honor is awarded to a female senior who, in the judgment of a Committee on Student Affairs, eminently exemplifies the values and qualities — personal, social, academic and spiritual — which the University aims to develop in all its female students.
- **General Excellence in the Arts Curriculum.** This is an honor awarded to the senior who maintained the highest academic standing in an arts program during four years at the University.
- **General Excellence in the Science Curriculum.** This is awarded to the senior who maintained the highest academic standing in a science program during four years at the University.
- **General Excellence in the Business Curriculum.** This is awarded to the senior who maintained the highest academic standing in a business program during four years at the University.
- **General Excellence in the Education Curriculum.** This award is presented to the senior who maintained the highest academic standing in elementary education or physical education during four years at the University.
- **General Excellence in the Journalism/Mass Communication Curriculum.** This award is presented to the senior who maintained the highest academic standing in journalism/mass communication during four years at the University.
- **General Excellence for a Transfer Student.** This award is presented to the senior transfer student who maintained the highest academic standing during their time at the University.
- **The John J. McNamee Award for General Excellence in the Elementary Education Curriculum.** This is an honor awarded to the senior judged by the faculty of the School of Education to be outstanding in scholarship and achievement in elementary education.

- **The John J. McNamee Award for General Excellence in the Physical Education Curriculum.** This is an honor awarded to the senior judged by the faculty of the School of Education to be outstanding in scholarship and achievement in physical education.
- **The Overall Excellence in Sports Studies Award.** This is an honor awarded to the senior judged by the faculty of the Department of Physical Education to be outstanding in service and academic achievement in Sports Studies.
- **The Al Nothem Student Teaching Award in Elementary Education**
- **The Al Nothem Student Teaching Award in Physical Education**
- **The Sister Margaret Flynn, O.S.F., Award** is given to the outstanding transfer elementary education student.
- **Senior Theology Award.** This is given to the senior who has shown general excellence in theology courses for four years.
- **The Boyd Litzinger Award** is awarded to the senior who, in the judgment of the Department of English, has done outstanding work in English for four years.
- **The Sister Mary Anthony Brown Philosophy Award** is presented to the senior who has demonstrated general excellence in philosophy courses.
- **The S.C. Cornelio Award** is presented to an outstanding senior who will be attending law school.
- **The John M. Orland Philosophy Pre-Law Award** is to be awarded each year to the graduating senior whose record best demonstrates academic excellence in philosophy of law combined with meritorious service to the Bonaventure community.
- **The Latin Award** is awarded to the sophomore who has done outstanding work in Latin courses for two years.
- **The Malcolm V.T. Wallace Award for Latin** is presented to an outstanding undergraduate in Latin.
- The Greek Award is given to the sophomore who, upon recommendation of the Classical Language Department, has accomplished general excellence in Greek.
- **The Father Roderick Wheeler Award** is presented to the outstanding senior history major.
- **The Jandoli Award for Outstanding Achievement in Print Curriculum** is awarded to a senior who, in the judgment of the Jandoli School of Communication, has excelled in the area of print journalism in an outstanding manner.
- **The Mark Hellinger Award** established in 1960, is granted annually to the senior in the Jandoli School of Communication who, in the judgment of the faculty, has demonstrated academic excellence and genuine promise in the area of mass communication and journalism. A monetary award is also given.
- **The Koop Award for Outstanding Achievement in the Broadcast Curriculum** goes to a senior who has excelled in the area of broadcast in an outstanding manner.
- **The Mosser Award for Outstanding Achievement in the Mass Communication Curriculum** goes to a senior who has excelled in the area of mass communication in an outstanding manner.
- **The Mary A. Hamilton Woman of Promise Award** recognizes the Jandoli School of Communication female student who has excelled in and out of the classroom, set an example for peers and demonstrated great promise for success in future endeavors.
- **The Buffalo News Award** is presented to a journalism and mass communication senior who, in the judgment of the faculty, shows aptitude and/or potential for entrepreneurial reporting. A monetary award is also given by the Buffalo News.
- **The Father Cornelius Welch Award for Achievement in Photography** goes to a senior who has excelled in achievements in photography.
- **The Military Science Award** is presented to the senior who, upon the recommendation of the Department of Military Science, demonstrated outstanding leadership and academic excellence in his or her military science courses for four years.
- **The Instrumental Music Award** is given to the senior who has demonstrated general excellence in instrumental musical activities for four years.

- **The Choral Music Award** is given to the senior who has demonstrated general excellence in choral music activities for four years.
- **The Theater Award** is given to the student or students who have demonstrated dedication and excellence in SBU Theater production and the study of theater.
- **The Visual Arts Award** is given to the senior who has demonstrated general excellence in visual arts activities for four years.
- **The Father Xavier John Seubert Award** is given to the senior who has consistently demonstrated academic excellence in the study of art history.
- **The Biology Award** is presented to the biology senior who, upon the recommendation of a departmental committee, demonstrated general academic excellence and specific accomplishment in the field of biology.
- **The John L. and Leone E. Worden Award** is given to a Biology or Biochemistry junior demonstrating exceptional academic performance. The award supports mentored undergraduate research during the senior year at St. Bonaventure University.
- **The Mathematics Award** is given to the senior who, upon the recommendation of the department of mathematics, has demonstrated general excellence in mathematics throughout their undergraduate career.
- **The Computer Science Achievement Award** is given to the senior who, upon the recommendation of the department of computer science, has demonstrated general excellence in computer science for four years.
- **The Computer Science Service Award** is given to the senior who, upon the recommendation of the department of computer science, assisted the department by assuming duties critical to the success of the program.
- **Pi Delta Phi Award - French Honor Society** is given to the senior who has contributed unselfishly to the chapter and has shown general excellence in French.
- **Modern Language Awards** are given to senior majors in French and Spanish who, in the judgment of the department, have shown outstanding achievement in the literature and language of their major.
- **Sigma Delta Pi Award - Spanish Honor Society** is given to the senior who has contributed unselfishly to the chapter and has shown general excellence in Spanish.
- **The Sigma Pi Sigma Award** is granted to the outstanding senior physics major of the graduating class, upon a vote of the department staff.
- **The Carl Wagner Psychology Honors Award** recognizes distinguished participation in the psychology program.
- **The Alpha Gamma Psi Award** is given to the senior psychology major who has shown excellence in course work for four years.
- **The Political Science Award** is given to the outstanding senior majoring in political science.
- **The Thomas A. Augustine Award**, established by Rosella Augustine in memory of her brother, a former faculty member, is presented annually to a major in sociology, history, social science or journalism/mass communication who is recommended by the appointed committee.
- **American Chemical Society Penn-York Section Excellence in Chemistry Award** is given to a senior who has demonstrated general excellence in chemistry.
- **American Institute of Chemists Award** is an award given to the senior who has maintained the highest rank in all the courses offered by the department of chemistry.
- **The Dr. Pierre R. Bretey Award** is presented to a senior student majoring in finance who attains the highest academic standing.
- **The John G. Watson Award for Business Leadership** is given to a senior who has attained a high cumulative academic index in the School of Business and has demonstrated exceptional leadership qualities.
- **The S. John Guson Award** is presented annually to the senior student majoring in accounting who, in the opinion of the faculty has made the greatest contribution to enhancing the program.

- **The Accounting Excellence Award** is given to an outstanding senior majoring in accounting.
- **The Y.S. Pandit Award** is given to a graduating student who, through industry and perseverance, exhibits a sense of responsibility to achieve excellence in the field of business administration and economics.
- **The New York State Society of CPAs Senior Award of Honor** is given to the senior who has achieved outstanding academic distinction in accounting.
- **The Outstanding Transfer Student in Accounting Award**
- **The Austin Finan Award in Finance** is presented to a senior student majoring in finance who shows academic excellence in finance.
- **The Dr. John H. Burns Award for Excellence in Finance** is awarded to a senior who maintains academic excellence in finance during his or her four years at the University and shows a commitment to the Franciscan spirit.
- **Award for Overall Excellence in Marketing.** The intent of the award is to recognize overall student excellence in marketing. The minimum requirements include senior standing with grade point average above 3.0, both overall and in marketing. The student should have successfully completed at least 45 credit hours at SBU and must show evidence of significant participation in extracurricular activities. The student should not be the recipient of another award for overall excellence in the School of Business.
- **Award for Overall Excellence in Management.** The intent of the award is to recognize overall student excellence in management. The minimum requirements include senior standing with grade point average above 3.0, both overall and in management. The student should have successfully completed at least 45 credit hours at SBU and must show evidence of significant participation in extracurricular activities. The student should not be the recipient of another award for overall excellence in the School of Business.
- **The HEOP Award** is given to the graduating senior who has made a significant contribution to the Higher Education Opportunity Program (HEOP), demonstrated exemplary academic achievement and contributed to the university community.

ACADEMIC POLICIES

The Cumulative Index is found by dividing the number of credit hours of work the student has taken into the number of quality points the student has earned.

Grading System (effective September 1990)

A	Exceptional	4.0 quality points per credit hour
A-	Very Good	3.7 quality points per credit hour
B+		3.3 quality points per credit hour
B		3.0 quality points per credit hour
B-		2.7 quality points per credit hour
C+		2.3 quality points per credit hour
C	Average	2.0 quality points per credit hour
C-		1.7 quality points per credit hour
D+		1.3 quality points per credit hour
D	Below Average	1.0 quality points per credit hour
D-		0.7 quality points per credit hour
P*	Passing (D- or better)	credit but no quality points
F**	Failure	no credit and no quality points
I***	Incomplete	no credit and no quality points
IP****	In Progress	
H	Signifies an Honors course	
W	Withdrawn without academic penalty	

* Not counted in determining semester or cumulative GPA

** Counted in determining semester or cumulative GPA

*** Must be made up no later than three weeks prior to the last day of classes of the following academic semester.

**** The IP grade is reserved for courses in which the work may extend by design beyond a particular semester. It will be replaced by a suitable grade upon completion of the work. A final grade must be submitted no later than the third week prior to the termination of the fourth academic semester following the semester in which the IP was assigned.

COURSE WITHDRAWAL GUIDELINES

The date set for withdrawal from undergraduate courses is to be determined by the Registrar as follows: the deadline for withdrawal shall be set for the close of business hours on the first business day following the completion of approximately 2/3 of the class meetings scheduled for the course, excluding the final examination. The Registrar's decision is final. All five-week courses will follow the 2/3 policy. Withdrawal from a class may be made at the Registrar's office by the individual student only through the published withdrawal date for each academic term. The student must fill out a Withdrawal Form. Both the student's academic adviser and the faculty member teaching the class must be asked to sign the form. The adviser's signature indicates that the student has been informed of the consequences of his/her decision to withdraw. The instructor's signature indicates awareness of the withdrawal request. Neither signature constitutes permission. A "W" grade will not be counted in determining semester or cumulative GPA. No academic penalty attaches to a grade of "W." A student, however, who prior to the published withdrawal date is notified of an alleged violation of the Academic Honesty Policy that would result in an automatic failure of the course, may withdraw from the course but the withdrawal is not effective until and unless the student has been cleared of the charge. All things to the contrary notwithstanding, if the student admits to or is found guilty of the alleged violation of the Academic Honesty Policy, that student is prohibited from withdrawing from the class in question. Students who are not engaged in class by the end of the University's add/drop period may be administratively withdrawn from the course.

ACADEMIC PROBATION AND DISMISSAL

To qualify for graduation from St. Bonaventure University, each student must meet two academic index requirements. The student's overall cumulative index must be at least 2.00. In addition, the student's cumulative index for courses taken in the major field must be at least 2.00. Any student in Elementary Education or Physical Education must have an overall cumulative index in the major of 3.00.

Any student whose overall index is below 2.00 must be regarded as academically deficient. Students who are regarded as academically deficient may be academically dismissed from the University, offered the opportunity to remain enrolled through the auspices of either the Academic Restoration Program or the Academic Intervention Program. Students who are regarded as academically deficient are automatically placed on academic probation. The Academic Review Committee, whose membership is comprised of the undergraduate academic deans, the Registrar, the Director of the Learning Center, the Director of Disability Support Services, the Executive Director of Residential Living and the Director of the Wellness Center, meets at the end of each semester to evaluate the status of each student with an overall cumulative index below 2.00.

Although St. Bonaventure University attempts to notify students of their academic status and/or dismissal, it is the sole responsibility of the student to be aware of University expectations regarding satisfactory academic progress and his or performance in each semester.

A. Academic Probation: A student should view academic probation as a serious warning that his or her academic record is unsatisfactory. It should be viewed as an opportunity and an obligation to improve.

Probationary status has a duration of one semester, and during this semester the student must make, in the judgment of the Academic Review Committee, significant academic improvement; otherwise, he or she incurs academic dismissal. If, over the course of this first probationary semester, the student is judged by the Committee to have made significant academic improvement but has not raised his or her cumulative index to at least 2.00, probationary status will be extended for a second semester. If, at the conclusion of this second consecutive probationary semester, the student has not raised his or her cumulative index to the appropriate level, based on the credits completed as outlined in points B1, B2, and B3, below, he or she may incur academic dismissal.

Freshmen students placed on probation after the first semester at SBU are required to enroll in a section of FRES 101. This non-credit course is specifically designed to provide the first year student with additional support and skills necessary to succeed academically.

B. Academic Dismissal: A student who incurs academic dismissal may not enroll in any division of the University and may not apply for readmission to any division of the University until at least six months have elapsed since the dismissal date and all requirements to raise the student's cumulative index have been met. The student must attend another institution of higher learning to achieve this.

If the student is to be readmitted, the student's performance at the alternate institution should provide evidence that the student can successfully complete the academic program at St. Bonaventure. In no case is readmission automatic, since it is a privilege granted by the University.

The following students are liable to be academically dismissed from the University:

1. Students who have completed 23 or fewer credit hours and whose cumulative index is less than 1.70;
2. Students who have completed more than 23, but fewer than 60 credit hours and whose cumulative quality point index is less than 1.85;
3. Students who have completed 60 or more credit hours and whose cumulative quality point index is less than 2.00;

4. Any student who fails three or more courses in a single semester;
5. Any student who has completed two consecutive semesters on probation (excluding summers) and who fails to raise his or her cumulative quality point index to the appropriate level, based on the credits completed as outlined in points 1, 2 and 3 above. Students should note that repeating failed courses during the summer session may raise the cumulative quality point index, but does not remove probationary status for the next semester.
6. Any full-time, matriculating student who fails to complete more than two-thirds of the cumulative coursework attempted.

C. Appeal of Academic Dismissal: A student who incurs academic dismissal from the University may appeal the decision in writing to the chair of the Academic Review Committee; the entire committee will review the appeal. Full notification of the appeals procedure is included with the communication notifying the student of the dismissal. If the Committee does not reverse a decision to dismiss a student, the student may appeal in writing to the chief academic officer; however, the decision of the Academic Review Committee will be reversed only if there is compelling evidence of an error in procedure or a clearly erroneous finding of fact.

D. Academic Restoration Program: If a student becomes liable for academic dismissal at the end of his or her initial semester at St. Bonaventure, the Academic Review Committee may, at its discretion, offer the student the Academic Restoration Program in lieu of academic dismissal.

The student and his/her parent/guardian (if applicable) must sign a statement agreeing to complete in full a series of rigorous academic exercises, including weekly meetings with members of the Teaching and Learning Center. Failure to comply with any component of the program will result in immediate dismissal from St. Bonaventure. The semester spent in the Academic Restoration Program is considered a probationary semester, and all provisions concerning academic progress during probation as listed in section A above apply.

E. Academic Intervention Program: A student liable for academic dismissal at the end of the semester other than the initial semester at St. Bonaventure University may be offered the opportunity to return to the University if the student agrees to participate in the Academic Intervention Program.

The dismissed student and his or her parent/guardian (if applicable) must sign an Academic Intervention Program Pledge to continue enrollment at the University; a signed AIP Pledge commits the student to weekly academic meetings and classroom attendance. AIP students who violate their pledge are dismissed from the Program. The semester spent in the Academic Intervention Program is considered a probationary semester and all provisions concerning academic progress during Probation, as listed in Section A, apply.

F. A student may participate only once in a program offered in lieu of dismissal. If a student participated in the Academic Restoration Program he or she is not eligible at a later date to participate in the Academic Intervention Program.

GRADE CHANGES

Grade changes, except for "I" and "IP" grades, should not be made without just cause. Students are expected to complete all prescribed course work within the semester of registration.

Students who question a grade must notify the instructor in writing no later than 30 days after the termination of the semester for which the grade was recorded. A copy of the written notice must be sent to the academic dean of the school where the course is housed within the same time constraints. Instructors must respond in writing before the end of the add/drop period of the subsequent semester.

EXAMINATIONS

Scheduled examinations are held in courses at the end of the semester except when the instructor's written request to dispense with one is approved by the appropriate dean. Each instructor will hold such other examinations during the course as the instructor deems necessary. Administration of make-up examinations for those students missing examinations will be given at the option of the instructor. Failures in courses are removed only by repeating the course, not by special examinations. All final grades are recorded on the student's academic transcript.

GRADE REPORTS

A report of achievement following the midpoint as well as the close of each semester can be obtained by logging on to my.sbu.edu. Students may request the Registrar to send grades to their parents. (See section entitled The Family Educational Rights and Privacy Act.)

REGISTRATION

Registration for the fall and spring semesters will be held near the midpoint of the previous semester. All students, other than first-semester students, will be able to register for courses online through my.sbu.edu where students will find scheduled course offerings, course descriptions and date and time assignments for registration. Each student must be approved to register by his or her academic adviser and must satisfy all financial obligations before registration can be completed. Students must consult with their assigned adviser prior to registration in order to insure proper guidance in course selection. Failure to register will be interpreted as notification of intention to withdraw from the University at the end of the current term.

CROSS-REGISTRATION

Full-time, matriculated undergraduate students may register for one course per semester at one of the Western New York Consortium Schools. Students must seek approval to pursue cross-registration through the Registrar's Office prior to enrollment in the course. The Registrar will provide verification of the student's full-time status, required for the student to enroll at the other institution. Tuition charges do not apply but other fees and charges may be applicable. It is the student's responsibility to verify, prior to enrollment, that he or she will be able to meet the academic calendar requirements of the other institution.

CREDIT LOAD

The usual maximum credit load is 18 academic credit hours per semester. Honor students enrolled in an honors course may take one additional course without their academic dean's permission. Students on probation may not take more than 15 credit hours per semester without special permission from their academic dean. The maximum credit load for any summer session is 7 credits.

CREDIT HOUR DEFINITION

One semester hour of credit will be awarded for:

1. A minimum of 750 minutes of live or recorded instructor-led class time. This includes lectures, discussions and other instructional methodologies, in any combination.
2. A minimum of 1500 minutes of supervised laboratory time.
3. A minimum of 2250 minutes of self-paced laboratory time.
4. An online or hybrid learning experience that equates to an equivalent amount of time in structured learning activities (i.e. learning activities that would normally take place in class such as on-line quizzes,

lecture podcasts, synchronous learning activities and discussion boards) but does not include activities such as homework and class preparation that would normally not count toward instructional time.

Examples of activities that do not count toward instructional time: readings, homework and other intrinsic preparation or activities (e.g. practicing calculations).

AUDITING COURSES

Any person who is properly admitted by the director of admissions may audit courses. Written permission to do so must be granted by both the course instructor and the academic dean. Registration procedure for courses is the same as for courses taken for credit. There is no credit granted but a record is kept on the student's transcript. Students will be billed an auditing fee.

A registered auditor will not be permitted to change credit status after the expiration of the usual one-week period for change of class schedule. Credit for a course once audited may be earned only by successfully repeating the course, unless credit is validated by a standard proficiency examination. See Credit by Examination and Open Door Policy.

PARTICIPATION IN STUDY ABROAD OR SERVICE TRIPS

Students must be in good academic standing with a cumulative GPA of at least 2.0 in order to participate in a study abroad experience or a service trip sponsored by the University.

CHANGES IN MAJOR FIELD

To change a major field, students must first obtain written recommendation from:

1. Their academic adviser.
2. The department chair from and to which the student desires to change his/her major. Such recommendations must be completed on the appropriate forms and submitted to the Records Office.

COURSES OF INSTRUCTION

Courses of instruction offered each semester will be published on my.sbu.edu. The University reserves the right to cancel any course for insufficient enrollment. Generally, odd-numbered courses are offered during the first semester and even-numbered courses during the second semester. Course offerings are subject to demand, departmental requirements and availability of instructors.

NEW STUDENTS

St. Bonaventure University conducts three Orientation sessions during the month of July. All freshmen are required to attend one of four summer sessions. Special arrangements or exemptions must be made through the First-Year Experience Office. An orientation session is held in January for the new students beginning in the spring term.

The July orientation sessions enable incoming freshmen to discuss their course of study with an adviser. Presentations and seminars are facilitated by the academic and student life offices to give students a comprehensive orientation to the academic and social contexts of St. Bonaventure. Parents are welcome and encouraged to participate in the summer orientation session.

The Welcome Days program is required for all new resident students registered to begin in the fall semester. It offers the opportunity to move in early and attend a variety of workshops, speakers and socials. These activities will better acquaint the new student with the University academically and socially over a three-day period.

STUDENT LEAVE OF ABSENCE

A leave of absence for medical reasons must be issued by the Vice President for Student Affairs. Students must make their requests in writing to the Vice President for Student Affairs at or prior to the time they are requesting to take the leave, and leaves will not be granted retroactively. Medical leaves of absence will not be entertained after the official last date to withdraw from classes, as established by the University's academic calendar, with the exception of extreme emergency cases.

Medical leave is granted by the Vice President for Student Affairs upon recommendation of the University physician and/or Counseling Center personnel or other appropriate professionals (see below). Medical leave is typically granted when a student's condition makes it necessary for the student to leave campus for an extended period of treatment. A medical leave serves a student in the following ways:

1. A student is withdrawn from classes, receives a "W" on the student transcript for those courses, and while the student does not receive academic credit for the courses, the student is not penalized for the withdrawal.
2. A student living in a residence hall is granted a space for the following semester upon reenrollment, provided that on-campus living is not a recommended restriction.
3. Financial payments to the University are reimbursed on a prorated basis.

Students leaving the University for medical reasons will be eligible to participate in the re-enrollment process only after they have received necessary treatment, and upon approval of the Vice President for Student Affairs, in consultation with the University physician and/or Director of the Center for Student Wellness. The student may be recommended for readmission only after the University receives written reports of evaluations from qualified health care professionals, and the student participates in an interview with the Director of the Center for Student Wellness, University Physician, and/or other appropriate personnel. After these evaluations are complete and received by the University, a recommendation will be made to the Vice President for Student Affairs who will make a decision regarding the student's eligibility for readmission. The University reserves the right to require consultations between the student and relevant professionals of the University's choice. Stipulations for return to the University will be outlined at the time a request for leave is granted.

Students who have withdrawn from St. Bonaventure with good standing may be re-enrolled when formal application for re-enrollment is approved by the Records Office. If the student has been absent for more than one full semester, a processing fee must be filed with the application.

Before a student is re-enrolled, the student must furnish an updated medical history record. Any student who leaves St. Bonaventure University for medical reasons must complete the re-enrollment process by July 15 for the fall semester and by Dec. 1 for the spring semester.

The re-enrollment process requires that a student complete the following steps:

1. Make reapplication through the Office of the Vice President for Student Affairs;
2. Submit a letter from the student to the appropriate University representative indicating why the student believes he/she is ready to return to the University;
3. Provide documentation as required by the Office of the Vice President for Student Affairs;
4. Discuss with the appropriate University representative(s) the request for re-enrollment.

If re-enrollment is approved, on-campus housing, when appropriate, will be assigned by the Office of Residential Living.

WITHDRAWAL

Any student who withdraws from the University must give formal notice to the University Registrar. The policy below will be used for all withdrawals from the University with the exception of medical and military service leaves. The official withdrawal date is the date that the student begins the school's withdrawal process at the Registrar's Office, or the date that the student otherwise provided official notification.

Please refer to the Academic Policy section of the University catalog for policies and procedures to formally withdraw from the University. Federal financial aid will be calculated on an earned per diem basis for the academic calendar up to the 60 percent point in the semester. Please refer to the Financial Aid section of the University's catalog for details.

Students may request a review of their withdraw type, date of withdraw, or calculation within 30 calendar days of issuance of the final billing from the University. Requests made after 30 days will not be reviewed.

MILITARY SERVICE WITHDRAWAL

If a student is called to active duty, a Military Withdrawal will be granted through the University's Registrar's Office. Students should contact the Registrar's Office as soon as possible to fill out the official withdrawal form. A Military Withdrawal will be granted once the University receives a copy of the official orders or a notice from the student's Commander. The Registrar will indicate on the withdrawal form that the reason for withdrawal is "military service."

If timing does not permit the student to fill out the withdrawal form, the student may initiate the withdrawal by providing a formal request in writing. The student must sign the letter and send it to the Registrar's Office, PO Box C, St. Bonaventure, NY 14778 or by fax to (716) 375-2135. Once the form is received, the Registrar will initiate the withdrawal on the student's behalf. In addition, a copy of the orders must accompany the form.

Complete Withdrawal Option (without academic penalty)

Students with a military withdrawal will not be charged tuition for the semester of withdrawal, will receive a 100% refund, and will be removed from all courses with no credit and no record of attendance on the student's transcript.

Early Exam Option

If a student is called to military duty and has completed 75% of the enrollment period (11 weeks), he/she may opt to make arrangements with his/her professors to take the final exam(s) early and be given full credit for all courses. Students will be billed according to the University tuition billing policy.

Financial Aid

In cases where 100% of a student's tuition charges are forgiven, all institutional aid and New York state aid will be withdrawn from the student's account. If a student receives state grant funds from a state other than New York, the University will abide by the return of funds policy from that state. The University will abide by the federally required Title IV return of funds policy for federal financial aid.

Room and Meal Plan

Room and meal plans will be pro-rated based on the number of weeks the student was enrolled in school.

Reenrollment

Students seeking reenrollment should apply/inquire through the Registrar's Office.

CLASS ATTENDANCE AND ABSENCES

During the first week of each semester the instructor will announce his or her policy pertaining to the conduct of each course. Students are expected to accept the responsibility of class attendance. It is assumed that they will make the most of the educational opportunities available by regularly attending classes and laboratory periods. The responsibility for making up any work missed rests entirely upon the student. Students should notify the Office of the Registrar if they have been absent due to illness or family emergencies. If students are absent it is their responsibility to inform their instructors and provide appropriate documentation if necessary. Instructors are encouraged to report to the Registrar the names of students who are frequently absent or tardy.

UNIVERSITY POLICY ON ACADEMIC HONESTY

Enrollment at St. Bonaventure University requires adherence to the University's standards of academic integrity. These standards may be intuitively understood and cannot, in any case, be listed exhaustively. The following examples, detailed in full in Appendix B of the Code of Conduct (www.sbu.edu/codeofconduct), represent some basic types of unacceptable behavior: cheating, plagiarism, fabrications, obtaining an unfair advantage, aiding and abetting academic dishonesty, falsification of records and official documents, and unauthorized access to records. Academic dishonesty is a serious matter and will be dealt with accordingly, with University sanctions ranging from grade alteration to the possibility of expulsion. Students should familiarize themselves with these very important provisions of the Academic Honesty Policy, which is outlined in the Code of Conduct for reference only. Acts of academic dishonesty are not processed through the University Judicial process; the process for handling alleged violations is outlined within the policy.

THE PASS-FAIL OPTION

The intent of this option is to allow the full-time undergraduate students to broaden their educational experience beyond the limits which their particular course of study might impose, without undue fear of academic penalty. For traditional 15- week courses eligible students may exercise this option by submitting to the Registrar's office a completed pass-fail option form between the first day of the semester and the final business day of the third week of classes. For courses of shorter duration the deadline to exercise this option will be the day representing completion of approximately 20% of the class meetings. Only one course during each term may be taken pass-fail, including summer, with a maximum total of six courses. The pass grade (D- grade or better) will not affect the cumulative index (grade point average). A grade of F will be used in computing the cumulative index.

PASS-FAIL LIMITATIONS

No student with fewer than 30 credit hours may use this option. Except for courses required by specific academic majors that are explicitly designated as "Pass-Fail" courses (e.g., internships) the following courses cannot be elected under the Pass-Fail option:

1. any course in the student's major;
2. any course cognate to the student's major;
3. any course taken to fulfill General Education requirements;
4. any course taken to fulfill a school requirement;
5. any course taken as part of a minor;
6. any course once taken for the conventional grade, may not be repeated with the pass-fail option.

ADMINISTRATIVE POLICY FOR THE PASS-FAIL OPTION

Eligible students may exercise this option by filing a form with the Registrar during a period between the first day of the second week of the semester in which the course will be taken and the final class of the third week of that semester, after which time the student may not change the student's decision, except that the student may procure a "Withdrawal Form" from the Registrar's office and withdraw from the course with a W grade. No student with less than 30 credit hours may use this option. Instructors will not be told who has chosen the pass-fail option; instructors will follow the usual grading system in reporting final grades, which will be converted by computer. It is necessary that actual grades earned be recorded so that they may be retrieved from the records should a student change major and find that a course taken as "pass-fail" is cognate to or part of the new major.

Students and faculty should be aware that the Registrar's office will not report to the student, to the student's adviser, to graduate schools or to any other person or institution the grade (unless it is an F grade) reported by the instructor for such courses that a student elected on the pass-fail option.

COURSES TAKEN AT OTHER INSTITUTIONS

Matriculated students who wish to take courses elsewhere to transfer back to St. Bonaventure University should receive confirmation in advance, and prior to enrollment at the other institution, of the transferability and equivalency of the course or courses in which they wish to enroll. Students should contact the Records Office for assistance with this process. Matriculated students may transfer for degree credit one course (up to 4 credits) during each of the fall and spring semesters. All courses taken at other institutions, during both summer sessions and the regular academic year, remain subject to the established Residence Requirement.

OPEN DOOR POLICY

All fully matriculated students at St. Bonaventure may, merely with permission from the appropriate instructor, attend any course without necessary prerequisites, without formal registration, without charge and without direct academic credit. This policy is designed to encourage students to explore courses of study which may ordinarily not be experienced and to consider the classroom experience as one of many readily available educational resources.

VISITING STUDENT PROGRAM

The St. Bonaventure Visiting Student Program was established to provide opportunities for students to study for a semester or a full year at another accredited college or university in the United States without having to transfer. Credits from approved courses are applied toward degree requirements at St. Bonaventure University. For further information, contact the Registrar's office.

SENIOR-GRADUATE COURSE WORK

Seniors with a grade point average of 3.0, with the recommendation of the department chair, and with the approvals of the instructor and the Dean of Graduate Studies may enroll in one graduate course for undergraduate credit per semester. At the discretion of the student's department chair, the credit may be used in satisfying the minimum requirements for the major. For further information, contact the School of Graduate Studies.

SBU undergraduates taking graduate classes

Students planning to enroll in a graduate program at St. Bonaventure may take a total of 9 credit hours of graduate course work during their senior year. Three (3) credits in the next-to-last semester and 6 credits in the last semester provided these credits are above and beyond the 120 needed for the baccalaureate degree and their GPA is a 3.0 or better. Approval is required by the instructor, program director and graduate dean.

OFFICIAL TRANSCRIPTS

An official transcript is one bearing the University seal and an authorized signature of the University. Official transcripts are mailed directly to other institutions and agencies. An unofficial transcript does not bear the seal and signature. A student or an alumnus may recover their own.

A \$5 fee is charged for each transcript of academic and medical records. The University will honor written requests only. The student must also give written permission to the University to release the student's record to a designated recipient. This written release is required to conform with stipulations of federal law regarding confidentiality and release of student information. Transcripts normally will not be furnished during final examination periods or the week following. According to University policy, grades, official transcripts, recommendations and diplomas may not be issued to those who have not met their financial obligations to the University.

Transcript Notation

The following standards for institutional transcript notation apply to any student found responsible for a violation of the Code of Conduct that is defined as a crime of violence reportable under the Clery Act:

- Students suspended for said violations will have the following noted on the transcript: "Suspended after a finding of responsibility for a code of conduct violation."
- Students expelled after a finding of responsibility for a code of conduct violation will have the following noted on the transcript: "Expelled after a finding of responsibility for a code of conduct violation."
- Students withdrawing from the University during an investigation, or any time prior to or during the completion of judicial procedures (including an appeal process), will have the following noted on the transcript: "Withdrew with conduct charges pending."

Students may appeal to the University through the appeals process outlined in this policy to have suspension notation, and only the suspension notation, removed from the transcript. If granted, the notation will be removed no less than one year after the suspension is imposed. This appeal does not apply to the expulsion notations or withdrawal notations

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA) St. Bonaventure University (the "University") adopts the following policy:

A. GENERAL PROVISIONS

1. **EDUCATION RECORDS.** Education records are those records maintained by the University which directly relate to a student. Education records do not include records of instructional, administrative and educational personnel which are in the sole possession of the maker and not accessible to anyone other than a temporary substitute; records of campus security maintained solely for security purposes and accessible only to security personnel; alumni records; and student health records.
2. **EXPLANATION OF RECORDS.** The University will respond to reasonable requests for explanation or interpretation of education records.
3. **FERPA COORDINATOR.** The Registrar's office has been designated to coordinate FERPA procedures.
4. **RECORDS MAINTAINED BY THE UNIVERSITY.** Education records covered by FERPA and maintained by the University are: admissions, personal, academic, and financial files; and academic and placement

records.

5. **ANNUAL NOTICE.** On an annual basis the University will notify students currently in attendance at the University of their rights under FERPA. The content of this notice will be in compliance with all federal regulations enacted under FERPA.

B. REVIEW AND CHALLENGE TO CONTENT OF RECORDS

6. **RIGHT TO INSPECT.** Except as limited below, students have the right to inspect and review information contained in their education records, to challenge their content, to have a hearing if the outcome of that challenge is unsatisfactory to them, and to submit explanatory statements for inclusion in their education records if the decision of the hearing is against them. Student health records, while not considered education records under this policy, may be reviewed at the student's request by a physician of the student's choosing.
7. **LIMITATIONS ON RIGHT TO INSPECT.** Education records excepted from the right to inspect and review outlined in paragraph 6 are:
 - a. Education records containing information about more than one student, (in which case the University will permit access only to that part of the record which pertains to the inquiring student);
 - b. Financial records;
 - c. Confidential letters and recommendations placed in the student's file prior to Jan. 1, 1975, that are used solely for the purpose for which they were intended; or
 - d. Confidential letters and recommendations placed in the student's file after January 1, 1975, to which the student has freely waived his or her rights of inspection and review in a signed statement, and which are associated with admissions, application for employment, or receipt of honors. If a student has waived the right of inspection under this section, the University will, upon request, give the student names of persons providing confidential letters of recommendation. A student may prospectively revoke such waiver with a signed statement.
 - e. A student in default on any student loan may receive only an "unofficial" transcript until the default status is cleared.
8. **PROCEDURES TO REQUEST INSPECTION.** Students wishing to review their education records must make written requests to the office of the Registrar listing the item or items of interest. Records covered by FERPA will be made available to a student within 45 days of request. Students may have copies of their records made by the University at the students' expense and at the price of 10 cents per page. The University will not destroy an education record if there is an outstanding request to inspect it.
9. **RIGHT TO CHALLENGE CONTENT OF RECORDS.** Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may request the University to amend the records through written application to the Registrar. The Registrar will decide within a reasonable period of time whether or not to amend the record as requested. If the University decides not to amend the record, it will inform the student of this decision and of the student's right to a hearing.
10. **RIGHT TO A HEARING.** A student's request for the hearing provided for in Paragraph 9 must be made in writing to the Vice President for Academic Affairs who, within a reasonable period of time after receiving such request, will inform the student of the date, place and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of the student's choice, including an attorney, at the student's expense. The

panel which will decide such hearings will be composed of three administrators who have no direct interest in the outcome of the hearing (the "Panel") appointed by the Vice President for Academic Affairs. Decisions of the Panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the Panel if the decision is in favor of the student, and the student will be so informed in writing. If the decision is against the student, the student may place a statement in the education records commenting on the information in the records, or setting forth any reasons for disagreeing with the decisions of the Panel. This statement will be maintained as part of the education records, and released whenever the records in question are disclosed.

C. DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

11. **DISCLOSURE.** Personally Identifiable Information is any information which would make the student's identity easily traceable. Except as such disclosure is permitted by law, no one outside the University shall have access to, nor will the University disclose, such information from a student's education records without the signed written consent of the student specifying: the records which may be disclosed, the purpose of the disclosed and the identity of the parties to whom disclosure is made. Under FERPA disclosure absent consent is permitted: a) To personnel within the University whom the University has determined have legitimate educational interest in the information. Only those employees of the University, individually or collectively, acting in the students' educational interests are allowed access to student education records. These employees include specific personnel in the offices of finance, financial aid, provost, student life, admissions, registrar and athletics.

All on a need-to-know basis:

- a. To officials of other institutions in which students seek to enroll;
 - b. To authorized representatives of federal, state or local government requesting access to the educational records in connection with an audit or evaluation of federal- or state-supported educational programs, or for the enforcement of or compliance with federal legal requirements which relate to those programs;
 - c. To persons or organizations providing student financial aid which the student has received, or for which the student has applied, provided that the information requested is necessary to determine eligibility for aid, the amount of aid, the conditions for aid or to enforce the terms and conditions of the aid;
 - d. To organizations conducting studies for the University to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, provided that this information may be used only by such organization and will be destroyed when no longer needed;
 - e. To accrediting agencies carrying out their accreditation function;
 - f. To persons in compliance with a judicial order or lawfully issued subpoena, provided that in advance of compliance, the University will make a good-faith effort to notify the student of the order or subpoena; and
 - g. To persons in an emergency in order to protect the health or safety of students or other persons.
12. **DIRECTORY INFORMATION.** "Directory Information" is information contained in a student's education record which would not generally be considered harmful or an invasion of privacy if disclosed. The University has designated the following types of information as directory information: student name, permanent and college addresses, telephone numbers, e-mail address, photograph, Commencement video, date and place of birth, major field of study, dates of attendance, part- or fulltime enrollment status, degrees and awards received, and most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and

height of members of athletic teams.

13. **DISCLOSURE OF DIRECTORY INFORMATION.** Under FERPA, directory information may be disclosed by the University for any purpose at its discretion. Currently enrolled students may withhold disclosure of any or all directory information pertaining to them by notifying the Registrar in writing no later than five (5) days after the first day of class in the fall semester to this effect. Requests for non-disclosure will be honored by the University for only one academic year; therefore, requests to withhold directory information must be filed annually.
14. **DISCLOSURE RECORDS.** The University will maintain a record of each request for access to and each disclosure of personally identifiable information from a student's education record, unless the request is from the student, University personnel, or a person with consent, or is for student directory information. This record will include the name of the party requesting the information and their interest in it. This record will be maintained with the student's education records.

D. COMPLAINTS

15. **COMPLAINTS.** Students who believe that the University has failed to accord them their rights under FERPA may file complaints with The Family Policy and Regulations Office, U.S. Department of Education, Washington, DC 20202.

CHANGES IN UNIVERSITY REGULATIONS

The Board of Trustees of the University reserves the right to advance the requirements for admission, to change the courses, the requirements for graduation, degrees, tuition, fees and regulations affecting the student body. Such regulations will apply to all old and new students and will go into effect on the date when promulgated by the University. This places the responsibility on each student to keep himself/herself informed of the content of all notices.

ACADEMIC SERVICES

DISABILITY SUPPORT SERVICES

Student Success Center • First Floor, Plassmann Hall • (716) 375-2065

St. Bonaventure University encourages academically qualified students with disabilities to take advantage of its programs. It is the policy of the University not to discriminate against persons with disabilities in its admissions policies or procedures or its educational programs, services and activities.

Examples of services available include academic assistance, appropriate academic accommodations and accessible housing in either traditional or apartment settings. Students requiring special services are required to submit documentation to the coordinator of disability support services in the Student Success Center. Applicants who may need and be eligible for tuition benefits and auxiliary aids should promptly apply for vocational rehabilitation benefits through their home state's office.

Under Section 504 of the 1973 Federal Rehabilitation Act and the 1990 Americans with Disabilities Act (ADA), St. Bonaventure University is mandated to make reasonable accommodations for otherwise qualified students with disabilities. It is in the spirit of these federal mandates and of the Franciscan tradition that we assist those who, although disabled in some way, are potentially capable of the successful completion of college. Students with disabilities might include those with visual or auditory impairments, learning disabilities, orthopedic impairments, mobility impairments, emotional and psychological impairments, and other medical conditions. Specific accommodations are arranged individually with each student depending upon the type and extent of the disability in accordance with federal law. Examples of accommodations available include extended time and an alternate location for testing, oral testing, test readers, scribes, and use of a word processor/spell check, note-takers, use of a calculator, interpreter services, print magnifier/enlarged handouts, and other accommodations as appropriate.

St. Bonaventure University provides services to students with identified disabilities. Students with disabilities are required to provide documentation of the disability. Documentation of a learning disability must be current (within 3 years) and include results from educational testing (using adult norms) done by a qualified professional (i.e. neuropsychologist, neurologist, psychiatrist, or licensed doctoral-level clinical or educational psychologist). Examples of appropriate evaluation tools are: Wechsler Adult Intelligence Scale 3rd Ed. (WAIS-III), Wechsler Adult Intelligence Scale- Revised, or the Woodcock- Johnson Psycho-Educational Battery-III (WJPEB-III) including broad math, broad written language, broad reading and broad knowledge (additional tests of cognitive ability are helpful, especially the listening comprehension test). A summary of the test results along with specific recommendations made by the qualified professional are also required. An IEP or 504 Plan is also helpful for reference. Documentation of a psychological disability must be current (within 1 year), done by a qualified individual and include history of the disorder, diagnostic interview, psychological assessment. There must be a specific diagnosis and recommended accommodations. The Disability Provider Information Form (available by request to aspencer@sbu.edu) must be completed by a qualified individual for other disabilities that include ADHD, medical, visual and hearing impairments, and physical disabilities. Based on this documentation and an in-person interview with the student the Coordinator of Disability Support Services (DSS) determines appropriate accommodations.

A student with a disability is required to meet with the Coordinator of DSS if he or she wishes to have academic accommodations arranged for the semester. It is the student's responsibility to deliver accommodation letters to his or her professors after accommodations have been arranged. Accommodations are set up on a semester-by-semester basis; it is the student's responsibility to contact the Coordinator of DSS at the beginning of each semester to ensure appropriate accommodations can be met. A student is encouraged to discuss his or her

disability with his or her professors and to arrange for specific accommodations for test taking and other course requirements. A student applying for a course substitution should contact the Coordinator of DSS for assistance.

All disability information is treated confidentially.

THE LEARNING CENTER

Student Success Center, First Floor, Plassmann Hall • (716) 375-2066

The Learning Center supports many student-centered entities including tutoring services, services for students with disabilities, the Academic Intervention Program, and the Academic Restoration Program. Tutoring is the most widely used of the Teaching and Learning Center's programs. Peer tutoring is available for most lower-level and General Education courses and we offer an across-the-curriculum writing lab as well as a math lab at no cost to the student. Students with documented learning, physical or emotional disabilities can receive accommodation services through the Disability Support Services director. Both the Academic Intervention and the Academic Restoration programs offer students who have low grades an opportunity to reclaim their academic standing.

CAREER AND PROFESSIONAL READINESS CENTER

Room 231, Reilly Center • (716) 375-2384

The CPRC offers a comprehensive range of services and programs that empowers students with the skills to understand and implement career/life goals, enhance their professional development, and implement effective job-search strategies.

Undergraduate and graduate students are offered an opportunity to develop career goals and explore the relationship between academic majors and career choice through individual counseling, workshops, vocational assessments and the use of the Center's web-based resources. Additionally, all students are encouraged to participate in the CPRC's Competitive Edge Certificate Program. This program provides sophomore, junior and senior students the opportunity to enhance their marketability to employers and graduate schools through participation in specific professional development workshops and events. The CPRC coordinates an on-campus recruiting program, authors a comprehensive website at www.sbu.edu/cprc, and assists students with the job and internship and/or graduate school search process.

INTERNATIONAL STUDENT SERVICES

Student Success Center, First Floor, Plassmann Hall • (716) 375-4009

INTERNATIONAL STUDENT ADVISEMENT

The International Student Services Office provides support for international students from admission through graduation. This includes providing guidance for obtaining F-1 visas, maintaining their status throughout their tenure at SBU per USCIS regulations, and assisting them in post-graduate work authorization to gain experience in their field of study. International Student Services also provides one-on-one support for their academic and non-academic needs to help them assimilate and gain success during their time at St. Bonaventure.

OFF CAMPUS STUDY OPPORTUNITIES

STUDY ABROAD PROGRAM

Students interested in a study abroad experience — summer, semester, or full year — should contact the Registrar's Office one year in advance. Careful planning and coordination take place during that time. Students should have appropriate departmental approval in order to participate in study abroad.

Options are available in all majors, some including internships, work/study and service learning. Grades and credits earned through study abroad programs sponsored by SBU are applied to SBU transcripts. Only credits earned through outside study abroad programs are applied to SBU transcripts.

Federal financial aid can be applied towards a study abroad experience; however, students holding institutional or certain endowed scholarships or grants will be unable to use these to fund the cost of their study-abroad program. For more information, students and parents should contact the Office of Financial Aid at (716) 375-2528 or FINAID@sbu.edu.

For students interested in intersession or summer courses, St. Bonaventure University offers the following short-term programs:

- The Francis E. Kelley Oxford Program: six-week summer session at Oxford University where students can earn six credits; open to qualified sophomores and juniors.
- Galway, Ireland: four-week session, six credits, at National University of Ireland at Galway.
- Limerick, Ireland: three-week session in June at the University of Limerick.
- Perugia, Italy: six-week program beginning mid-May; offering six or seven credits: Core Area Courses, business, Italian, fine arts, humanities, social sciences; includes field trips and excursions to places like Rome, Florence, Siena, Orvieto, Cortona, Bagnoregio. Contact Dr. Panzarella (panzare@sbu.edu) for details.
- Salamanca, Spain: five-week program, where students earn credit for Spanish 202 or higher; students can improve Spanish skills and immerse in the culture of Spain.
- Seville, Spain: four-week program in Arabic or Spanish language and culture for six credits; includes field study in Spain and Morocco.
- China: two-week, three-credit May session, open to graduate/undergraduate students, offering overview of history, politics, culture, language, business of China.

WASHINGTON SEMESTER

St. Bonaventure students are eligible to participate in the Washington internship program for a semester or a summer. St. Bonaventure credit is awarded for the practica, which are seminar-based and include internships in the following areas: Journalism, Economic Policy, American Politics, International Business and Trade, Foreign Policy, Justice, International Environment and Development, Public Law, Art and Architecture, History, Cultural Policy, Peace and Conflict Resolution, Islamic Studies, Education Policy, and Transforming Communities.

Through the St. Bonaventure University affiliations with American University, The Washington Center and SUNY-Brockport, students earn between 12 and 16 credits. Contact Dr. Lambert at jlambert@sbu.edu for more information.

DEGREE REQUIREMENTS

A candidate will be considered for a bachelor's degree upon the completion of a minimum of one hundred and twenty (120) credit hours to include General Education requirements and a major with a cumulative index of 2.00 or better in the major field as well as in the student's overall program. The number of credit hours awarded for satisfactory completion of courses is ordinarily the same as the number of hours spent per week in the classroom. Two to four hours of laboratory work are considered the equivalent of one hour of class work.

DEGREE REQUIREMENTS

General Education			Total Credit Hours
A.	FS/THEO 101	The Way of Francis and Clare	3
B.	SBU 101	Community of Learners	2
	SBU 102	Contemporary Diversity	1
C.	PHIL 104	Ethics	3
D.	ENG 101/ENG 102	Writing I/Writing II	6
E.	Franciscan Studies/Theology Distribution		3
F.	Historical Studies Distribution		3
G.	Literature and the Visual & Performing Arts Distribution		3
H.	Natural Science with Lab Distribution		4
I.	Philosophy Distribution		3
J.	Quantitative Literacy (<i>Course may be determined by major</i>)		3
D.	Social Science Distribution		3
			37
Major			30+
	<i>(See individual department listings)</i>		
	Other School, Major, Minor or General Elective Requirements		53
	Total credits required for graduation		120

*For the 2017-2018 academic year, the following courses will fulfill General Education requirements as indicated below. If the course is needed to fulfill a major requirement, the student's academic adviser should be consulted.

GENERAL EDUCATION

St. Bonaventure University is a Catholic university dedicated to educational excellence in the Franciscan tradition. We enhance the lives of our students and help them prepare for their futures by providing experiences that build knowledge, skills, and character. Our University has its roots in the traditional liberal arts and sciences, and the general education curriculum values that tradition within the context of the Catholic and Franciscan intellectual heritage. Its aim is to provide students with foundational knowledge for all majors that aligns with the University's six student learning goals:

1. Basic knowledge of the liberal arts and sciences, specialized knowledge in a particular area of study, and the ability to integrate knowledge from different academic disciplines.
2. The ability to think constructively, critically, and creatively, including competencies in analytic inquiry, quantitative literacy, information literacy, evidential reasoning, and problem solving.
3. Competence in multimodal communication with special emphasis on oral, written, and digital communication, including an understanding of key issues relating to their use.
4. A disposition to understand societal issues, seek solutions, and become responsible citizens.

5. An ability to engage with ultimate questions of a metaphysical, theological, and philosophical nature.
6. A basic understanding of the Catholic tradition and an appreciation of the intellectual and moral virtues expressed in the Franciscan movement (e.g., humility, compassion, justice with peace, love of wisdom, and the inherent goodness of all creation).

Within the framework of these goals and the University's Mission, the general education curriculum offers students an educational experience that encourages them to examine critically their own cultural assumptions and to explore openly and fairly other perspectives and cultures. This deepening appreciation of their own heritage and sensitive openness to alternative frameworks should prepare students to take their place as thinking, moral individuals in a global community.

All incoming students begin their academic careers at St. Bonaventure University through the General Education requirements. After their first year in residence, students who have declared a major will transfer to the appropriate department and school of the University. All students are expected to declare a major program of study before they begin their third year in residence at St. Bonaventure University.

OVERVIEW OF GENERAL EDUCATION

A 37 hour program to help students appreciate a liberal arts education. Each required specific course and each distribution list have been developed based on a list of learning objectives and assessment procedures.

Required specific courses (15 credits):

SBU 101 (2 credits): Community of Learners
SBU 102 (1 credit): An Introduction to Contemporary Diversity
FS/THEO 101 (3 credits): The Way of Francis and Clare
PHIL 104 (3 credits): Introduction to Ethics
ENG 101 and 102 (3 credits each): Writing I and II

One course from each distribution (22 credits):

Franciscan Studies/Theology
Historical Studies
Literature and the Visual and Performing Arts
Natural Science with a lab (4 credits)
Social Science
Philosophy
Quantitative Literacy

One course from each designation

In order to complete their General Education students must take a course designated as

- a. Intensive Writing (W)
- b. Diversity (D)

These types of courses can be found anywhere in the curriculum of the University (among the distribution lists above, in a major or minor, or any elective courses. Please see catalog to find a list of courses that apply).

Technology Competence (to be found within the major)

Students must demonstrate proficiency in "Information Literacy and Computer Literacy, and in Technological Competency.

Definitions

- Information Literacy (IL): “The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.” (VALUE definition) This will necessarily include web searches, database searches etc. as well as evaluating the quality of information. (Most programs should include such training already).
- Computer literacy (CL): The ability to use computers and related technology efficiently and comfortably.
- Technological Competency (TC): The ability to understand how society has been influenced and is continuously changing because of technologies. This includes an understanding of the ethical, legal, philosophical, and security issues with respect to their use.

MAJORS

All students in selecting courses must choose a particular field of concentration, which is called a major. The major consists of a minimum of 30 hours of no fewer than 10 courses. The choice of major should be made before the end of the sophomore year. After the selection of the major, the student must be guided by the requirements of the University in determining the subjects to be taken. The department chair will assign to the student a faculty adviser who will assist each undergraduate in preparing his/her semester program.

Arts

Art History
 English
 Environmental Studies
 Health and Society
 History
 International Studies
 Spanish
 Music
 Philosophy
 Political Science
 Psychology
 Sociology
 Theater
 Theology
 Visual Arts
 Women’s Studies

Sciences

Biochemistry
 Bioinformatics
 Biology
 Chemistry
 Computer Science
 Cybersecurity
 Engineering Physics
 Health and Society
 Mathematics
 Physics
 Psychology

Business

Accounting
 Finance
 Management
 Marketing

Communication

Journalism & Mass
 Communication
 Professional and Creative
 Writing
 Strategic Communication &
 Digital Media

Education

Childhood Studies
 Elementary Education
 Elem./Early Childhood
 Elementary/Special Education
 Health Science
 Physical Education
 Secondary Education with
 Disciplinary Concentration
 Sport Studies

Foreign Language Requirements: School of Arts and Sciences and Jandoli School of Communication majors must satisfy the foreign language requirement for the degree by successfully completing as a minimum a second semester intermediate course or any higher level modern or classical language course (exclusive of courses in translation). Most programs in the School of Education require one full year of a language; the Physical Education major requires 1 course (3 credits). The Department of Modern Languages reviews the files of new students for language knowledge and recommends placement at a specific level. Students may choose to begin language studies at that level or may change upon consultation with a chair of the department of Modern Languages. All students who have a language requirement can fulfill it in three ways:

1. Continue the language they started in high school, if it is offered on campus, and reach the level or number of credits required, or
2. Start a new language at the 101 level and reach the level or number of credits required (see specific majors in catalog), or

- Earn the required credits by taking a CLEP exam in French, German or Spanish and meeting the level of number of credits required by the student's particular major. Students must take the exam at their own expense and must submit official scores to the Records Office. Credit will be awarded based on scores earned and as outlined in the undergraduate catalog.

A student's foreign language requirement can be waived if the student took the TOEFL and scored at the following minimum levels: 79-80 for Internet-Based Exam, 213 on the Computer-based Exam and 550 on the Paper-Based Exam. Education majors are not eligible for this waiver. Please see the chair of the Department of Modern Languages to begin the waiver process.

DOUBLE MAJORS

To have a double major acknowledged on the transcript, students must:

- Declare their intent to complete a double major: The official forms for this are available from the Records Office. They must be completed and submitted to the Records Office no later than the second semester of their junior year.
- Achieve a 2.00 grade point average in the courses that constitute a double major. This is calculated separately from the first major index.
- Choose which degree will be listed on diploma. Only one degree will be awarded.

INDIVIDUALIZED MAJORS

Undergraduate students with clearly defined academic or career objectives have the opportunity to create a tailored degree program for a major not available from the majors listed elsewhere in the catalog. With the exception of transfer students with an associate's degree (see below), an interested student must have, at the time of application, completed a minimum of 15 credits at St. Bonaventure University, be in good academic standing and have at least 45 credit hours remaining to complete the proposed degree requirements.

The degree requirements for the Individualized Major must:

- Include at least 120 total credit hours
- Include at least 30 credit hours, but not more than 51 credit hours, in the major with the following additional requirements:
 - At least 12 credit hours in the major must be at the 300-level or above
 - Every student in the Individualized Major program is required to complete
 - A 300 or 400 level 3- credit course designated as their capstone
 - To be taken in 2nd semester junior or 1st semester senior year
 - Course work may be designed specifically for the student's interest
 - A 3-credit independent study in their 2nd semester senior year
 - Designed and supervised by the two major advisors
 - Will result in a capstone project that includes some reflection on the major experience as a whole
 - Will count towards their 12-course minimum major requirement
- Satisfy all of the general education and/or core curriculum requirements.
- Satisfy the University requirements appropriate to the area of study and degree proposed (e.g. language requirements in schools that require one).
- Meet the requirements for the degree proposed (BBA, BA, BS) in accordance with the applicable New York State requirements (Chapter 1 of Title 8, section 3.4.7).

The proposal should be developed in conjunction with both a primary and secondary adviser, selected from the University's full-time faculty. The proposal submission should include a student-written narrative explaining the rationale for the proposed Individualized Major, the learning outcomes to be achieved, the rationale for the courses composing the major and a proposed title for the major. THE TITLE CANNOT BE A TITLE OF AN ESTABLISHED MAJOR AT SBU OR ONE THAT REQUIRES STATE LICENSURE OR IS OTHERWISE REGULATED BY EXTERNAL GOVERNMENTS OR ACCREDITATION AGENCIES. Approval for any IM proposal needs to be given by the two major advisors, the IM program director in consultation with the IM Review Board, and the Provost. In case of FHCP students, the director of FHCP and the professional school also need to approve. The Major Change form needs to be signed by the chair of the program in which the student was initially housed (in case of MAP students, the director of the MAP program), the primary advisor, and the director of the IM program. The degree will be awarded from the School of the University in which the greatest number of major credits will be completed and at least one of the IM advisors has to be housed in that school.

Once approved the documentation will be forwarded to the Registrar's Office and will constitute the student's official approved major program of study. Any changes to the approved major requirements will require the same approvals as the original proposal. Approved changes may be documented either through formal changes to the approved program proposal or via the established course substitution process. To earn the Individualized Major degree the student must satisfactorily complete all the approved degree and course requirements and achieve a minimum cumulative GPA of 2.0 and a minimum major GPA of 2.0.

TRANSFER STUDENTS

Transfer student with an associate's degree can be placed into the IM program as soon as they have been admitted and a brief outline of their proposed Individualized Major has been accepted by the IM director in consultation with the board. They will have to submit a full proposal within the first 2 weeks of their second semester at SBU.

MINORS

To have a minor acknowledged on the transcript, students must:

1. Declare their intent to complete a minor: The official forms for this are available online at my.sbu.edu. They must be completed and submitted to the Records Office no later than the second semester of their junior year.
2. Achieve a 2.00 grade point average in the courses that constitute the minor. This is calculated separately from the major index. This stipulation applies to all minors including the non-psychology portions of the B.S. degree in psychology programs and to the non-biology portions of biology combination programs. **A minor is not required for graduation. For a listing of required courses, refer to the departmental listings.**

Students may obtain minors in the following areas:

Accounting	Economics	International Studies
Arabic & Islamic Studies	English	Journalism
Art History	Environmental Studies	Latin
Biology	Family Business	Law & Society
Business Administration	Finance	Management
Chemistry	French	Marketing
Classics	History	Mathematics
Computer Science	Human Services	Movement Studies
Criminology	International Business	Music

Nonviolence	Psychology	Theater
Philosophy: Art & Literature	Quantitative Analysis	Theology
Philosophy: Ethics & Medicine	Sociology	Visual Arts: Studio Track
Philosophy: Law & Politics	Spanish	Visual Arts: Combined
Philosophy: Social Justice	Sports Management	Women's Studies
Physics	Sport Studies	
Political Science	Strategic Communication	

4+1 PROGRAMS

Students may earn both the bachelor's and master's degrees in five years through an accelerated 4+1 program. Students who have applied and been accepted into the graduate Integrated Marketing Communications program begin classes toward the master's degree in their fourth year while enrolled as undergraduate students completing undergraduate requirements. They then finish the graduate program in their fifth year. This program is available for Integrated Marketing Communications and is open to any undergraduate major in the University.

RESIDENCE REQUIREMENT

To be certified for a baccalaureate degree, candidates must have satisfied the residence requirement. This specifies that the candidates MUST SUCCESSFULLY complete at St. Bonaventure University:

1. The final 36 credit hours for the degree;
2. At least half of the number of major courses; and
3. No fewer than 45 undergraduate credit hours at SBU.

Any petition for an exception from the residence requirement must be directed in writing to the Vice President for Academic Affairs, who has the sole authority to grant such exception.

APPLICATION FOR GRADUATION

Candidates for degrees must apply for graduation during the last semester of study of their senior year by completing the official application form online at <https://my.sbu.edu/custom/degree-apps/under-grad-degree-app> or by completing a paper form found at the Registrar's Office. Failure to do so may delay certification of their degree and procurement of their diplomas.

COMMENCEMENT ATTENDANCE POLICY

1. Following the fall semester, all senior records will be evaluated. Students who have a 2.00 overall G.P.A., a 2.00 in their major (a 3.00 GPA is required for Education majors), and who have registered for the courses needed to complete degree requirements may be permitted to participate in the Commencement exercises.
2. If a student does not have a 2.00 overall G.P.A. or a 2.00 in the student's major (3.00 for Education majors) or is not registered for the courses needed to complete degree requirements, the student will be informed in writing in January that participation in the Commencement exercises will be permitted only if the deficiency(ies) is (are) cleared through course work taken in the spring semester.
3. If a student ultimately fails to satisfy any degree requirements, but has 6 or fewer credit hours remaining toward degree completion, the student may fill out an undergraduate Commencement participation agreement form to petition to walk in the Commencement ceremonies. Petitions must be made to the Registrar.

Candidates for degrees should be present at Commencement. Those who are unable to attend should inform the Registrar's Office at least one week prior to the ceremony and request permission to receive the degree in absentia.

COMPREHENSIVE EXAMINATIONS

The success with which the student has achieved an overall understanding of the student's major field is tested during the senior year of the student. This test may take such forms as: a senior seminar course requiring the application of knowledge and skills presumably acquired through the major program, a senior thesis demonstrating mastery of the skills needed for independent study in the major field, or a comprehensive examination, written and/or oral. The specific form of the requirement will be determined by the major department with the approval of the dean of the school (see individual department listings).

No student will be eligible for a degree until the student satisfies this requirement.

If a student fails the comprehensive exam, whatever form the test takes, the student will normally not be permitted to retake the test until the following semester. St. Bonaventure employs a cumulative index of scholarship for the purpose of bringing out the best that is in a student; eliminating those lacking sufficient talent for college work; and aiding and encouraging the hard-working student.

HONORS PROGRAM

The University Honors Council is responsible for overseeing two University Programs of Study. The Honors Program and the Interdepartmental Majors Program have been designed to provide challenging and unique academic opportunities for students who choose one or both of the experiences. The Honors Program at St. Bonaventure University brings highly motivated and academically qualified students into novel, stimulating and productive interaction with the faculty. Students are welcome to participate in as much of the program as they desire, or they may fulfill all the requirements for a degree with honors.

Requirements for Enrollment in the Honors Program:

- Incoming students must have a combined SAT score of 1270 (math plus verbal) OR 1270 (New SAT – Math & Evidence Based Reading & Writing) OR an ACT score of 27 and a high school average of 90.
- Enrolled students must maintain cumulative GPAs of 3.25 each semester. Reviews of Honors student GPAs begin after the students have completed their first semesters at St. Bonaventure University and continue after each completed semester thereafter.
- Enrolled students must take at least one Honors-designated course a year to maintain their status as Honors students.
- Transfer students must have a cumulative GPA of 3.25 or higher at the institution they are leaving for St. Bonaventure or meet the same standards as incoming students.
- Transfer students will be granted up to 6 transfer credits for Honors courses passed with a grade of B+ or higher, subject to the approval of the Director of the Honors Program.

Requirements for enrolled students invited to join the Honors Program:

- Students with a cumulative GPA of 3.50 after their first semester enrolled at St. Bonaventure University will be invited to join the Honors Program.
- Students accepting the invitation to the Honors Program will meet with the Honors Program Director in an orientation session designed to explain the program requirements and ensure that prospective Honors students are aware of the policies for enrollment in the Honors Program.
- Students invited to join the Honors Program will be granted Honors Student status and be allowed to register early and to register for Honors courses.
- Students invited to join the Honors Program will be evaluated again following the second semester enrolled at St. Bonaventure University. Any enrolled student invited to join the Honors Program must maintain a cumulative GPA of at least 3.25 after the first full year enrolled to remain an Honors Student. Enrolled students whose GPA falls below 3.25 after the second semester will be removed from any Honors course registered for and will be denied admittance into the Honors Program.

Policies for Suspension and Dismissal from the Honors Program:

1. Enrolled students with a cumulative GPA between 3.00 and 3.25 will be placed on probation within the Honors program. If student on probation does not raise his/her cumulative GPA to 3.25 or higher in the following semester, he or she will be dismissed from the Honors Program.
2. Enrolled students with a cumulative GPA below 3.00 will be dismissed from the Honors Program.
3. Students dismissed from the Honors Program will have the opportunity to reapply for admission with the Director of the Honors Program once the student is able to raise his/her cumulative GPA above 3.25. Applications for readmission to the Honors Program will be brought to the Honors Council for deliberation.

HONORS DEGREE

Successful completion of any of these endeavors will be acknowledged by a notice on the student's permanent transcript, but to earn a "Degree with Honors," the highest undergraduate degree offered by the university, students must fulfill all of the following requirements*:

Five (5) courses ... must be either Honors courses within a discipline or with the HON prefix. More details will be available as the changes to the General Education Curriculum are put into place.

... and the Honors Project (HON 498 and HON 499):

- This is the capstone to the Honors Program — a two-semester, three-credit research or creative endeavor (HON 498 and HON 499) designed by the student to be of sufficient scope to merit recognition as an Honors Project

SCHOOL OF ARTS & SCIENCES

Dean: David Hilmey, Ph.D.

Administrative Assistant: Sharon Godfrey

Study of the liberal arts and sciences has always been the foundation of undergraduate education at St. Bonaventure. Courses and programs are designed to introduce young men and women to the world of ideas; to develop their powers of reasoning and expression; to enable them to think meaningfully about God and personal identity; to become aware of the history, literature, science, art and institutions which constitute our culture; to develop aesthetic awareness and appreciation; and to prepare them for an active and effective role in the contemporary world. To these ends, students in every school of the University pursue studies in the School of Arts and Sciences.

Within the school, students pursue major interests in a wide variety of departmental programs: biology, biochemistry, chemistry, classical languages, computer science, English, environmental studies, history, mathematics, modern languages (French and Spanish), philosophy, (philosophy/pre-law), physics (biophysics), political science, psychology, sociology, and visual and performing arts (art history, music, theater and visual arts).

These studies can be and often are pursued as ends in themselves. They also provide for the needs of students who plan to enter medical, dental, veterinary, law and other professional schools, who hope to become secondary school teachers, or who intend to enter the various fields of graduate study.

Special advisement and specific courses of study are available in every major to help the student prepare for the student's own career aims.

For the many entering students who have not made up their minds about a major field, a broad-based program in the arts and sciences is designed to prepare smooth entry into a specific major when the student is ready to make a choice, normally by the end of the sophomore year.

DEPARTMENT OF BIOLOGY

Department Chair: Peter Schneible, Ph.D.

Faculty

J. Benington, Ph.D.	R. Knittel, M.S.	J. Schwingel, Ph.D.
T. Georgian, Ph.D.	J. Miller, M.S.	K. Vogel, M.S.
D. Guarnieri, Ph.D.	S. Ryan, Ph.D.	X. Zhang, Ph.D.
S. Jodush, M.S.	Fr. P. Schneible, O.F.M., Ph.D.	

The objectives of the department of biology are to provide the student with opportunities to obtain a broad foundation of biological knowledge and to pursue the study of a particular area of biology through upper-division coursework and mentored research. The curriculum is based strongly in the sciences of biology, chemistry and physics, within the context of the critical and analytic skills derived from the liberal arts core.

The specific aims of the department of biology are (1) to provide an intensive course of study in the biological sciences; (2) to develop in the majors an appreciation for critical scientific work; (3) to present a program of study which reflects current thinking in the rapidly expanding field of biology.

After successful completion of the program a student may enter any of several career paths. The biology curriculum prepares a student for graduate school, laboratory work and teaching. It also provides all the requirements for application to medical, dental, veterinary and many other health-related programs.

DR. ARNOLD T. BORER SUMMER RESEARCH PROGRAM

The department of biology at St. Bonaventure offers summer research opportunities in the areas of cellular and molecular biology. This program, supported by the Dr. Arnold T. Borer Summer Research Endowment, provides selected students with a stipend, free room and board, and a travel allowance.

REQUIREMENTS

	Credits		Credits
Biology	34-38	Biology 105/106	8
General Education Requirements	37	Biology 291	3
Foreign Language*	3	Biology 292	3
Mathematics	7-8	Biology 293	1
Chemistry	16	Biology 399	1
Physics	8	Biology 456-457	0
Electives	<u>10-15</u>	Biology Electives	**18-22
Total	120		

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

**To ensure that Biology majors are exposed to a breadth of subjects within the field of Biology, Biology majors must complete at least one course in each of the following three elective concentrations.

Molecular and Cellular Biology

BIO 321: General Microbiology
 BIO 371: Biochemistry
 BIO 466: Molecular Biology
 BIO 494: Genomics

Animal Biology

BIO 331: Physiology & Anatomy of the Human I
 BIO 350: Neurobiology
 BIO 362: Animal Development
 BIO 472: Immunology

Biological Diversity

BIO 310: Plant Biology

BIO 341: Ecology

BIO 390: Evolution

BIO 403: Freshwater Ecosystems

BIO 406: Plant Development and Physiology

In addition to these three courses, Biology majors must complete three more Biology courses of 3-4 credit hours each. These electives must be chosen from among the following: BIO 310, 321, 331, 332, 341, 350, 362, 371, 390, 403, 406, 466, 472, 490, 494. Research participation (BIO 318, 319, 418, 419) credits may fulfill one or two courses of this requirement, in 3-credit-hour increments.

MINOR

For non-majors, the following courses constitute a minor: BIO/BIOL 101 or 105, BIO/BIOL 106, BIO 291 or BIO 292, 3 credits of approved electives from each of the fields of Animal Science and Biological Diversity, and three additional credit hours of approved BIO/BIOL courses at the 200 level or higher. Please see the Biology-Minor declaration form for specific details. It is available from your academic adviser. A minimum of three courses in the minor must be taken at St. Bonaventure University.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY

<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
BIO/BIOL 105	4	BIO/BIOL 106	4
CHEM/CHML 101	4	CHEM/CHML 102	4
Foreign Language 201*/General Elective	3	Foreign Language 202*	3
SF/THEO 101	3	MATH 151	4
SBU 101	<u>2</u>	SBU 102	<u>1</u>
	16		16
BIO 291	3	BIO 292	3
CHEM/CHML 301	4	BIO 293	1
MATH 117 or 152 **	3-4	CHEM/CHML 302	4
ENG 101	3	ENG 102	3
General Education Requirement	<u>3</u>	General Education Requirement	<u>3</u>
	16-17		14
Biology Elective	3-4	Biology Elective	3-4
BIO 399	1	PHYS/PHYL 104	4
PHYS/PHYL 103	4	General Education Requirements	3
General Education Requirements	<u>6</u>	General Elective	<u>3</u>
	14-15		13-14
BIO 456	0	BIO 457	0
Biology Electives	6	Biology Electives	6
General Education Requirements	3	General Electives	<u>9-10</u>
General Electives	<u>6</u>		15-16
	15		

*Previous education and aptitude determine whether a student takes foreign language 101, 102 and/or 201 before taking 202 or higher. Courses below 202 will count as general electives.

**Biology majors may take either MATH 117 (Statistics) or MATH 152 (Calculus II) to satisfy the second part of the departmental quantitative reasoning requirement. Some graduate schools require 2 semesters of calculus. It is the responsibility of the student, in consultation with the academic adviser, to determine which math course would be most suitable.

The course sequence listed above is typical. Individual students may take the required courses in a different sequence, but these changes must be made in consultation with the student's academic adviser.

The comprehensive requirement for biology majors is the successful completion of BIO 456 and 457.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOCHEMISTRY

Department Chair: Xiao-Ning Zhang, Ph.D.

The department of biology offers a program leading to the Bachelor of Science with a major in biochemistry. The biochemistry program provides students with a basic understanding of living systems that emphasizes the molecular and cellular aspects of biology.

A new biotechnology lab equipped with ultracentrifuge, ThermoCyclers, electrophoresis equipment, gel imaging system, cell culture hoods, confocal fluorescent microscope and various microscopes, etc. provides the technical component for the program and affords research opportunities for students during their junior and senior years. The final year of study features independent laboratory research.

Advances in the area of molecular biology and biochemistry have led to the expansion of job opportunities in the general field of biotechnology and bioengineering. The biochemistry program will be of special interest to students with a strong science and mathematics background who are preparing for graduate school, medical or dental school as well as law school.

REQUIREMENTS

	Credits		Credits
Biology	24	BIO/BIOL 105	4
Chemistry	23	BIO/BIOL 106	4
Mathematics	8	BIO 291	3
Physics	8	BIO/BIOL 371	4
Foreign Language*	3	BIO 418	2
Mathematics & Natural Science Electives**	16	BIO 419	2
General Education Requirements	37	BIO 460	1
General Electives*** (enough to reach 120)	1	BIO/BIOL 466	4
Total	120		

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

**The Math & Natural Science electives (16 credits) must be chosen from among the following:

- a.) ONE BOLOGY WITH LAB: BIO/BIOL 321, 331, 350, 362, 406, 472, 494;
- b.) ONE CHEMISTRY WITH LAB: CHEM/CHML 201, 402, 431;
- c.) ONE MATH COURSE: MATH 117, 207, 241, 251, 252, 322, 323; and
- d.) Minimum of TWO COURSES from Biology, Chemistry or Mathematics from courses above plus BIO 292, BIO 293, BIO 318, BIO 319, BIO 390, and CHEM 441

***General electives are needed when a major course is also fulfilling one of the General Education Distributions.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
BIO/BIOL 105	4	BIO/BIOL 106	4
CHEM 101/CHML 101	4	CHEM 102/CHML 102	4
ENG 101	3	MATH 151	4
FS/THEO 101	3	ENG 202	3
SBU 101	<u>2</u>	SBU 102	<u>1</u>
	16		16
SECOND YEAR			
BIO 291	3	CHEM 302/CHML 302	4
CHEM 301/CHML 301	4	Math & Natural Science Electives**	7
Math 152	4	General Education Requirements	3
General Education Requirement	<u>3</u>	Foreign Language 202*	<u>3</u>
	14		17
THIRD YEAR			
BIO/BIOL 371	4	PHYS 104/PHYL 104	4
PHYS 103/PHYL 103	4	BIO 466/BIOL 466	4
Math & Natural Science Elective**	3	Chemistry 470	3
General Education Requirement	<u>3</u>	General Education Requirements	<u>3</u>
	14		14
FOURTH YEAR			
BIO 418	2	BIO 419	2
CHEM 401/CHML 401	4	Math & Natural Science Elective**	3
Math & Natural Science Elective**	3	BIO 460	1
General Education Requirement	3	General Education Requirement	6
General Electives	<u>3</u>	General Elective	<u>2</u>
	15		14

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

The comprehensive requirement for Biochemistry majors is the successful completion of BIO 460.

DEPARTMENT OF CHEMISTRY

Department Chair: Donna Brestensky, Ph.D.

Faculty

D. Brestensky, Ph.D.

D. Hilmey, Ph.D.

S. Simpson, Ph.D.

K. Gast, Ph.D.

P. Schneider, M.A.

H. Ung, Ph.D.

The department of chemistry provides courses to serve a variety of students. The chemistry major finds a curriculum designed to impart a broad competence in the traditional areas of chemistry. Sufficient flexibility remains to allow secondary concentrations in a wide variety of other areas, such as biology, foreign language or mathematics, among others. The University's general requirements guarantee a well-rounded, liberal arts education. Possible career goals include positions in the chemical industry, graduate school, medical school, dental school and law school.

Science students who are not chemistry majors, but take chemistry courses as part of their departmental requirements, gain knowledge of the fundamentals of chemistry to aid in the understanding of their major field.

Please note that lectures and labs are separate courses.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Chemistry	35	CHEM 101, 102/CHML 101, 102	8
Mathematics	15	CHEM 201/CHML 201	4
Physics	8	CHEM 301, 302/CHML 301, 302	8
Foreign Language*	3	CHEM 401, 402/CHML 401, 402	8
General Electives	22	CHEM 431/CHML 431	4
General Education Requirement	<u>37</u>	CHEM 441	3
Total	120	CHEM 427	0

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

MINOR

For non-majors, the following courses constitute a minor (24 credits): CHEM 101, 102, 201, 301, 302, and 401, CHML 101, 102, 201, 301, 302, and 401.

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
CHEM/CHML 101	4	CHEM/CHML 102	4
MATH 151	4	MATH 152	4
ENG 101	3	Foreign Language 202*	3
Foreign Language 201/General Elective	3	ENG 102	3
SBU 101	<u>2</u>	SBU 102	<u>1</u>
	16		15
SECOND YEAR			
CHEM/CHML 301	4	CHEM/CHML 201	4
MATH 251	4	CHEM/CHML 302	4
PHYS/PHYL 103	4	PHYS/PHYL 104	4
General Education Requirement	<u>3</u>	MATH 252	<u>3</u>
	15		15
THIRD/FOURTH YEARS			
CHEM 441**	3	CHEM 402 – CHML 402**	4
CHEM/CHML 401**	4	CHEM 427	0
CHEM/CHML 431**	4	General Education Requirements	8
General Education Requirements	10	General Electives	<u>17</u>
General Electives	<u>9</u>		29
	30		

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

**Upper-level required Chemistry courses offered every other year.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

To satisfy the comprehensive requirement for chemistry, a major must take and pass a comprehensive exam given in his/her senior year. Examination details are announced each fall.

DEPARTMENT OF CLASSICS

Department Chair: D. Matz, Ph.D.

Faculty

D. Matz, Ph.D.

The goal of the department is to contribute firsthand knowledge of Greek and Latin literature, for it is in this body of writings that the student may discern most of the concepts upon which our Western World bases its culture.

The general courses in the classics offer broad background for non-major students. The more advanced and specialized courses emphasize the contributions made by outstanding political, literary and intellectual figures of Greek and Roman times.

LATIN MINOR – 21 credit hours

Required Courses:

- LAT 101, LAT 102, LAT 201, and LAT 202 (12 credits)
- Three 300-level Latin courses (9 credits)

One 300-level course will be offered every semester. Generally, the work(s) of a poet will be studied in the Fall semester, and the work(s) of a prose writer in the Spring semester

A student who has successfully completed 4 years (or more) of high school Latin will receive a waiver for Latin 101, 102, 201, and 202. A student with this Latin background will thus need to take only the three, 300-level courses to complete the requirement for the minor.

CLASSICS MINOR – 18 credit hours

Required Courses:

- CULT 101 (Greek Civilization), CULT 102 (Roman Civilization), CULT 103 (Greek & Roman Mythology): 9 credits
 - *Greek Civilization and Greek & Roman Mythology will be offered every fall semester. Roman Civilization will be offered every spring semester.*
- Latin 101 and Latin 102: 6 credits **OR** Two 300-level Latin Courses: 6 credits
 - *Latin 101 will be offered every fall semester. Latin 102 will be offered every spring semester.*
- Electives: Choose one of the following 3 credit courses:
 - CULT 108: Ancient Greek & Roman Sports
 - CULT 205: Greek Literature in Translation
 - CULT 206: Roman Literature in Translation

Students who have successfully completed four years or more of high school Latin will be eligible to take 300-level Latin courses. One 300-level Latin courses will be offered every semester.

Science that has been approved by the department. Approved courses currently are Mathematics 431 and 432 and Physics 451.

** The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

MINOR

For non-majors, the following courses constitute a minor in Computer Science: 131, 132, and 10 credits of electives chosen from courses numbered 230 through 380.***

***CS 101 may count as an elective for the minor only if taken before CS 131. Students who plan to enter the workforce as information technology professionals should take at least two courses beyond the minor requirement.

BACHELOR OF SCIENCE WITH A MAJOR IN COMPUTER SCIENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
CS/CSL 131	4	CS/CSL 132	4
ENG 101	3	Discrete Mathematics I	3
SBU 101	2	ENG 102	3
Calculus I/General Education Requirement	3-4	SBU 102	1
Foreign Language/General Elective	<u>3</u>	Foreign Language	<u>3</u>
	15-16		14
SECOND YEAR			
CS 231	4	CS 234	4
Discrete Mathematics II	3	Calculus I/General Education Requirement	3-4
General Education Requirements	6	General Education Requirement	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	16		13-14
THIRD YEAR			
CS 333	3	CS 331	3
Computer Science Elective	3-4	Computer Science Elective	3-4
General Education Requirement	4	General Education Requirement	3
General Electives	<u>6</u>	General Electives	<u>6</u>
	16-17		15-16
FOURTH YEAR			
CS 490	3	CS 491/492/495	3
Computer Science Elective	3-4	General Education Requirement	3
General Education Requirement	3	General Electives	<u>9</u>
General Electives	<u>6</u>		15
	15-16		

MATH 152 and 241 are recommended as general electives for computer science majors.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

BACHELOR OF SCIENCE WITH A MAJOR IN CYBERSECURITY**Department Chair: Hossein Sarrafzadeh, Ph.D.**

Students in the cybersecurity program will learn the appropriate tools, techniques, policies, and technologies required to identify, analyze, mitigate, and communicate the risks of information systems. The major helps prepare students for careers as information systems security.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Computer Science	26	Mathematics	7
CS/CSL 131, CS/CSL 132, CS/CSL 231, CS/CSL 254, CS 354, CS/CSL 490, CS 491		General Education Requirements	37
CSIA 101**	3	Foreign Language*	3
ECI 333** and ECI 355**	6	General Electives	<u>35</u>
Cybersecurity Electives***	7	Total	120

* The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

**Indicates courses taken via distance learning

*** The two cybersecurity electives must be taken from the following: CS/CSL 243, CS 255, CS/CSL 346, ECI 360 (Hilbert), ECI 365 (Hilbert), ECI 410 (Hilbert), CS 492, and SOC 325. CS 101 may count as an elective only if taken prior to CS 131.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
CS/CSL 131	4	CS/CSL 132	4
CSIA 101**	3	MATH 207	3
ENG 101	3	ENG 102	3
SBU 101	2	SBU 102	1
Foreign Language/General Elective	<u>3</u>	Foreign Language	<u>3</u>
	15		14
SECOND YEAR			
CS/CSL 231	4	CS/CSL 254	4
MATH 151 (<i>General Education Requirement</i>)	4	General Education Requirements	7
General Education Requirement	3	General Elective	<u>4</u>
General Elective	<u>3</u>		15
	14		
THIRD YEAR			
ECI 333**	3	CS 354	4
Cybersecurity Elective	3	ECI 355**	3
General Education Requirement	3	General Education Requirement	3
General Electives	<u>6</u>	General Electives	<u>6</u>
	15		16
FOURTH YEAR			
CS/CSL 490	3	CS 491	3
Cybersecurity Elective	4	General Education Requirements	5
General Education Requirement	3	General Electives	<u>7</u>
General Electives	<u>6</u>		15
	16		

**Distance Learning Course Descriptions:

These courses are offered in conjunction with Hilbert College.

CSIA 101. Intro to Information Security

This course is an elective to introduce students in any major to the Information Security field. Students will be introduced to main domains of Information Security and Information Assurance as represented in the COMPTIA Certification exam Security Plus. Upon successful completion of this course as documented through writing, objective testing, case studies, laboratory practice, and/or classroom discussion, the student will be able to: Define information security and explain why it is important Identify types of attackers, analyze vulnerabilities, attacks and suggest appropriate defenses. Describe various software security applications and vulnerability scanning tools. Explain the different types of logical and physical access control. Understand and explain authentication, authorization and accounting as it relates to computer security. Define and explain risk, risk management, and penetration testing.

ECI 333. Information Security

This course is designed to introduce students to the development of information security policies and planning. Information systems, and the tools and techniques needed to establish, monitor and maintain information security will be examined.

ECI 355. Computer Crime

The media reports terrorist attacks on computer centers, electronic fraud on international funds transfer networks, viruses and worms in software and e-mail, corporate espionage on business networks, and crackers breaking into systems on the Internet. Computer criminals are becoming ever more technically sophisticated, and it's an increasing challenge to keep up with their methods. This course will focus on computer crimes, what they are, how to prevent them, and how to detect, investigate and prosecute them if they do occur. Computer crime laws will also be covered. Other topics will include evidence collection during a computer crime investigation as well as the preparation and execution of a search warrant.

DEPARTMENT OF ENGLISH

Department Chair: Megan Walsh, Ph.D.

Faculty

D. Ellis, Ph.D.	M. King, Ph.D.	T. Schrems, Ph.D.
K. Harris, Ph.D.	L. Matz, Ph.D.	M. Walsh, Ph.D.
D. Kelly, Ph.D.	P. Panzarella, Ph.D.	

The Department of English offers courses in the literary history of England and America, in the literature of both nations, in factual and imaginative writing, and in public speaking. English courses, with exceptions noted below, are open to qualified students whether or not they concentrate in the department. The chief purpose of concentration in English is to enable the student to understand, appreciate and evaluate the significant literature in the English language as well as to develop the student's ability to read, write and speak English effectively. The department takes pride in the success its graduates have achieved in advanced study in literature, the study of law, teaching, business, indeed, in virtually every walk of life not demanding extensive and particular technical preparation.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
English	30	General Education Requirements	37
History*	6	General Electives	<u>35-44</u>
Foreign Language**	3-12	Total	120

*Recommended History 101-2 or 201-2.

**English majors are required to earn a minimum of 3 credits in a classical or modern language course, 202 or above. The number of courses and the amount of preparation needed to satisfy this requirement, therefore, depend on the student's previous education.

***To fulfill the General Education Quantitative Literacy Distribution the English Department recommends Math 145.

MAJOR: English 103 or equivalent, 203, 204, 220, 221 and five advanced courses (15 credit hours). English 210, 211, 212, 213 and 230 may not be counted as advanced courses except at the discretion of the department head. World literature and upper-division survey courses are strongly recommended electives.

COMPREHENSIVE NOTE: In the student's senior year, each major must pass oral comprehensive examinations in English and American literature.

MINOR

For non-majors, the following courses constitute a minor: 6 courses (18 hrs.). A maximum of 3 courses (9 hrs.) may be taken at the 200 level, and a minimum of 3 courses (9 hrs.) at the 300 level and above. Note: ENG 230 may NOT be used.

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	ENG 102	3
ENG 103	3	ENG 204	3
ENG 203	3	History*	3
Foreign Language**/General Elective	3	SBU 101	1
SBU 101	<u>2</u>	Foreign Language/General Elective**	3
	14	General Education Requirement	<u>3</u>
			16
SECOND YEAR			
ENG 220	3	ENG 221	3
History*	3	Foreign Language 202	3
Foreign Language/General Elective**	3	General Education Requirement	3
General Education Requirement	4	General Education Requirement	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	16		15
THIRD YEAR			
English Electives	6	English Elective	3
General Education Requirement	3	General Education Requirement	3
General Electives	<u>6</u>	General Electives	<u>9</u>
	15		15
FOURTH YEAR			
English Elective	3	English Electives	3
General Education Requirement	3	General Education Requirement	3
General Electives	<u>9</u>	General Electives	<u>8</u>
	15		14

*Recommended HIST 101-2 or 201-2.

**English majors are required to earn a minimum of 3 credits in a classical or modern language course, 202 or above. The number of courses and the amount of preparation needed to satisfy this requirement, therefore, depends on the student's previous education.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

DEPARTMENT OF HISTORY

Department Chair: Phillip G. Payne, Ph.D.

Faculty

P. Payne, Ph.D.

K. Robbins, Ph.D.

Wm. Christopher Dalton, M.A.

GOALS AND PURPOSES

The objectives of the department of history are both general and specific. The general aim is to broaden and deepen the student's knowledge of the principal events, trends, institutions and persons of historic significance which, taken together, give a better understanding of the past and contemporary worlds and so provide the student with a critique of our world, a sympathetic understanding of our time, its values and its new directions. The specific aims are to acquaint the student with the basic tools and methods of research and expression, both written and oral; to develop in the student the skills of analysis and synthesis for the evaluation of historic evidence and to emphasize and examine problems of historical nature. Particular stress is placed on sound writing and reading skills.

History courses, with the exception of History 496, 498 and 499, are open to all qualified students, whether or not they wish to major in history. History majors may not take more than 18 credit hours of history courses at the 100 and 200 levels to satisfy the 30 credit hour requirement. It is recommended that history majors distribute their remaining courses as evenly as possible among European, United States, Asian, and World history.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
HIST 101, 102	6	Classical Culture 101, 102	6
HIST 201, 202	6	Foreign Language 202**	3
HIST 200	3	General Education Requirements	37
HIST 491, 492, 498 or 499	3	General Electives	<u>38</u>
History Electives*	18	Total	120

*Three history courses at the 300 level and three history courses at the 200 or 400 level.

**The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

***Historical Studies Distribution is met with the major. The Writing Intensive, Technology Literacy and Diversity Coded courses should be met within the history major or within one of the general education distribution courses.

MINOR

For the non-major, the following courses constitute a minor: HIST 101, 102, 201, 202, any 300-level History course, any 400-level History course, and one three-credit History elective.

BACHELOR OF ARTS WITH A MAJOR IN HISTORY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	SBU 102	1
SBU 101	2	FS/THEO 101	3
CULT 101	3	ENG 102	3
Language 101*/General Elective	3	Language 102*/General Elective	3
HIST 101	<u>3</u>	CULT 102	3
	14	HIST 102	<u>3</u>
			16
SECOND YEAR			
Natural Science w/Lab Distribution	4	General Elective	3
HIST 200	3	Language 202	3
Language 201*/General Elective	3	PHIL 104	3
Quantitative Literacy Distribution	3	HIST 202	3
HIST 201	<u>3</u>	History Elective	<u>3</u>
	16		15
THIRD YEAR			
History Elective	3	General Education Requirements	6
General Education Requirement	3	History Elective	3
General Electives	<u>9</u>	General Electives	<u>6</u>
	15		15
FOURTH YEAR			
History Elective	3	History Elective	3
General Education Requirement	3	HIST 492/History Elective	3
General Elective	6	General Elective	3
HIST 491/History Elective	<u>3</u>	General Elective	<u>5</u>
	15		14

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

COMPREHENSIVE EXAMINATION

Every student may fulfill the comprehensive examination requirement by submitting a senior thesis demonstrating mastery of the skills needed for independent study in history or by taking History 491 or 492, the advanced history reading program. These are senior seminar courses requiring the application of knowledge and skills presumably acquired through the major in history.

SPECIAL PROGRAMS

History majors are encouraged to participate in the University's Honors Program, taking Honors seminars and completing an Honors project in History during their senior year.

The Department of History offers course work and programs that covers a wide range of topics and skills. The department offers numerous internships in area historical societies, museums and archives. Students who plan to become social studies teachers can pursue a major in Secondary Education with Disciplinary Concentration: Social Studies 7-12 leading to initial certification in New York State (grades 7-12).

With its emphasis on reading, writing, analysis and synthesis, history offers an excellent program for students wishing to pursue post-graduate and professional degrees. Coursework in public history prepare them to enter fields such as historic preservation or museum work. Majors have gone on to pursue advanced degrees in history, public history, library science, business and many other areas. History is an excellent course of study for students interested in law school.

Further information on all of the above can be obtained from the faculty.

DEPARTMENT OF MATHEMATICS

Department Chair: Maureen P. Cox, Ph.D.

Faculty

M. Cox, Ph.D.

M. Klucznik, Ph.D.

C. Uhl, Ph.D.

C. Hill, Ph.D.

S. Kwiatkowski, M.A.

The remarkable effectiveness of mathematics to reveal and quantify patterns in every human discipline makes a degree in mathematics enormously valuable and versatile. The department offers a major that prepares students for a myriad of careers, ranging from business to industry to government to secondary education, as well as for graduate school. Non-majors may obtain a minor in mathematics. Visit the department at www.sbu.edu/math.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Mathematics	37	MATH 151	4
CS 131 & one of 126, 127, 132 or ENGR 220	7-8	MATH 152	4
		MATH 207	3
Foreign Language**	3	MATH 208 or 345	3
General Education Requirements***	37	MATH 241	3
Electives	<u>36-37</u>	MATH 251	4
Total	120	MATH 341	3
		MATH 351	3
		MATH 492	1
		MATH 252 or higher*	9

*CS 332 (Theory of Computation) may be used as three of these credits. The student should choose the nine credits of mathematics electives in consultation with his or her adviser to complement the student's career goals. In particular, a student interested in secondary education certification must use Math 312, 322, and 323 as the electives in order to be prepared for the certification examinations.

**The foreign language must be at level 202 or higher. Students not prepared to begin at this level will need to take additional courses in language, which will be counted as general electives.

***SBU 102 may be taken either semester the first year. FS/THEO 101 is highly recommended in the first two years. Mathematics 151 satisfies the Quantitative Literacy Distribution for the General Education Requirement.

The Senior Comprehensive Requirement: During the student's senior year (or earlier), a student majoring in mathematics will ask a faculty member to act as the mentor for their Senior Comprehensive Project. The student may make this request of any faculty member. The student and faculty member will work together to select a topic related to an upper-level mathematics course that the student has taken or is currently taking as the subject for the project. This topic should delve into material beyond the scope of the course. Under the guidance of the faculty mentor, the student will develop this topic to produce a paper. The student will then give a talk, based on that paper, to the department faculty, other math majors, and any additional interested parties. The student should register for MATH 492. Senior Comprehensive Project for their graduation semester.

MINOR

To obtain a minor, a student must complete Math 151, 152, 207, 241, and any two math courses numbered 300 or higher. With permission of the department, one of the latter two courses may be replaced by either MATH 208, 251 or 252.

BACHELOR OF SCIENCE IN MATHEMATICS

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
MATH 151	4	SBU 102	1
SBU 101	2	MATH 152	4
ENG 101	3	MATH 207	3
General Education Requirement	3	CS 131	4
Foreign Language**/General Elective	<u>3</u>	ENG 102	3
	15	Foreign Language**/General Elective	<u>3</u>
			18
SECOND YEAR			
MATH 251	4	MATH 241	3
CS 126, 127, 132 or ENGR 220	3-4	General Electives	6
Mathematics 208 or 345	3	General Education Requirements	<u>6</u>
General Education Requirements	<u>3</u>		15
	13-14		
THIRD YEAR			
MATH 341 or 351	3	Mathematics Elective	3
General Education Requirements	7	General Education Requirements	6
General Elective	<u>3</u>	General Electives	<u>6</u>
	13		15
FOURTH YEAR			
MATH 351 or 341	3	MATH 492	1
Mathematics Elective	3	Mathematics Elective	3
General Electives	<u>9</u>	General Electives	<u>9</u>
	15		13

**The foreign language must be at level 202 or higher. Students not prepared to begin at this level will need to take additional courses in language, which will be counted as general electives.

DEPARTMENT OF MILITARY SCIENCE

Department Chair: Sean Coulter, Lieutenant Colonel, US Army

Faculty

K. Burgess, GS;	L. Jennings, GS	J. Kausner, GS
J. Hall, MSG	E. Jorgensen, MAJ	A. Zehnder, LTC

The department of military science conducts the Army Reserve Officers' Training Corps (ROTC) program at St. Bonaventure University. The program is structured in two separate phases: a Basic Course (freshmen and sophomores) and an Advanced Course (juniors and seniors). Successful completion of ROTC qualifies a student, upon graduation, for appointment as a commissioned officer (second lieutenant) in the United States Army. St. Bonaventure's ROTC program enjoys an honorable history dating back to 1936, highlighted by awards in 1998 as the best small unit in the nation (MacArthur Award) and in 2002, when the program was honored as Outstanding ROTC Unit in Cadet Command, recognizing it as one the best small ROTC programs nationwide.

Basic Course: The Military Science I and II classes are open to all students. The curriculum is designed to enhance any academic pursuit. Students, except ROTC scholarship recipients, incur no military service obligation by enrolling in the basic course.

Course Descriptions: Using a military model, Military Science students receive instruction on the fundamentals of leadership. These basic leadership skills prepare students to lead in public service, business, military, and community organizations. By the end of the Basic Course, Cadets understand the unique aspects of the officer corps, are well grounded in the fundamentals of leadership and decision-making, embrace the Army's institutional values, and are able to apply the principles of individual fitness and unit training. The lessons are designed to maximize Cadet participation, inspire intellectual curiosity, stimulate self-study, and encourage Cadets to contract. Leadership labs complement classroom instruction and challenge students with hands-on exercises where land navigation, rappelling, and survival skills are learned and then practiced.

Advanced Course: Admission to the Advanced Course requires completion of the Basic Course or equivalent. Eligible veterans and members of the Reserved Forces who have completed basic training may apply for direct admission, and sophomores and juniors without military experience can earn Basic Course credit by attending a four-week Leader's Training Course at Fort Knox, Ky., during June and July. To enroll in the Advanced Course, students must contract with the Army and agree to accept a commission as an Army Second Lieutenant.

Course Descriptions: Consisting of four distinct semesters, the Advanced Course is structured as a two-phased program leading to commissioning. The principal lessons of operations and tactics, coupled with leadership are progressive. The junior year focuses on enhanced tactics at the small unit level in preparation for the Leader Development and Assessment Course (LDAC) at Fort Knox, Kentucky. The senior year focuses on officer professional development and final preparation for commissioning. By the end of the senior year, the cadet will have confidence in their abilities to lead, make decisions and motivate subordinates within their organization. The semesters are designed to maximize cadet participation, inspire intellectual curiosity and stimulate self-directed study. Completion of the Advanced Course prepares the cadet for the physical, emotional and intellectual challenges of leadership of the evolving Army in the 21st Century.

In addition to the military knowledge and skills taught in the core curriculum of military science, students enrolling in the Advanced Course must also satisfy a professional military education requirement of at least one undergraduate course in military history.

Course Credit: Up to eight credits of Military Science may be counted as general elective credits towards a degree program. Basic course students earn one elective credit for class and one elective credit for lab each semester. Advanced Course students earn two credits each semester for class and none for lab.

Four-Year Scholarships: Awarded on a competitive basis to high school graduates who apply the year prior to college entrance. Winners are selected based on a whole person evaluation considering academic achievements, athletics, and extracurricular participation. High school guidance counselors have applications or for additional information students can visit the Cadet Command Web site at www.goarmy.com/rotc/scholarships.jsp.

Three- and Two-Year Scholarships: Awarded on campus to students already attending college. Students need not be enrolled in ROTC to apply and compete. Winners are selected based on a whole person evaluation considering the collegiate academic record plus other academic achievements. Army ROTC scholarships provide for tuition and fees and a book allowance along with a monthly stipend. Interested students should contact the Department of Military Science.

Pay and Allowances: Scholarship and Advanced Course students receive a monthly subsistence for up to 10 months of each school year (currently \$300-\$500 month depending on military science level.). ROTC books, uniforms and equipment are provided at no cost.

Commissions Offered: Students completing all military science requirements and earning a baccalaureate degree may be commissioned as second lieutenants in the U.S. Army. Options for commissioned service either on active duty or in the Reserve Components (Army National Guard or Army Reserves) on a part-time basis are determined by personal desire and the needs of the Army. All commissionees incur a service obligation of some type. Career branches of the Army are competitively designated each year. Newly commissioned lieutenants attend initial officer training courses and, upon completion, report to challenging worldwide duty assignments if on Active Duty or to "hometown" Army Reserve or National Guard assignments if selected for Reserve Component duty. Students wishing to pursue graduate studies full-time leading to an advanced degree in law or medicine may compete for authorized delays before reporting to active duty.

One elective drawn from:

Christian-Muslim Relations (THEO 307); Women in the Ancient and Modern Middle East (WS 330); History of the Modern Middle East (HIST 365)

BACHELOR OF ARTS WITH A MAJOR IN MODERN LANGUAGES: SPANISH

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
Modern Language - Spanish	3	Modern Language - Spanish	3
FS/THEO 101	3	PHIL 104	3
SBU 101	2	ENG 102	3
Elective/Modern or Classical Language	3	SBU 102	1
ENG 101	<u>3</u>	Elective/Modern or Classical Language	3
	14	General Elective	<u>3</u>
			16
SECOND YEAR			
Modern Language - Spanish	3	Modern Language - Spanish	3
Historical Studies Distribution	3	Social Sciences Distribution	3
Philosophy Distribution	3	Quantitative Literacy Distribution	3
General Elective	3	Elective/Modern or Classical Language	3
Elective/Modern or Classical Language	<u>3</u>	General Elective	<u>3</u>
	15		15
THIRD YEAR			
Modern Language - Spanish	3	Modern Language - Spanish	3
Modern Language – Spanish Elective	3	Modern Language – Spanish Elective	3
Natural Science w/Lab Distribution	4	Franciscan Studies/Theology Distribution	3
General Electives	<u>5</u>	General Electives	<u>6</u>
	15		15
FOURTH YEAR			
Modern Language - Spanish	3	Modern Language – Spanish	3
Modern Language – Spanish Elective	3	Literature & the VPA Distribution	3
General Elective	3	General Elective	3
General Electives	<u>6</u>	General Electives	<u>6</u>
	15		15

*Comprehensive EXAM NOTE: All Modern Language Department majors must register for Spanish 450 in the semester of their graduation in order to take and pass a comprehensive exam in their respective field. The written and oral portions of the exam will be graded as pass or fail. A grade of 75% is required to pass the exam. Upon registration, students will be given a description of the exam in order to help them prepare.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

Majors and minors may select one Modern Languages course taught in English.

DEPARTMENT OF PHILOSOPHY

Department Chair: Russell Woodruff, Ph.D.

Faculty

R. Amico, Ph.D.	B. Gan, Ph.D.	S. Nuttall, J.D., Ph.D.
P. Dooley, Ph.D.	A. Murphy, Ph.D.	D. Tate, Ph.D.

Philosophy Major Program:

Philosophers inquire into the great questions that address the human condition and the basic orientations that shape our understanding of contemporary life. Our department is especially concerned to promote a genuine engagement with the most important issues that concern us today. From matters of law and politics to ethics and medicine, from justice and society to art and literature, we enable students to thoughtfully understand and critically assess the essential dimensions of these pressing issues. In the process, we help students to develop crucial cognitive skills in logical thinking, interpretive comprehension, critical evaluation, and argumentative writing. Moreover, the department offers a program of study that can be tailored to the student's specific interests. In fact, it expressly encourages the incorporation of relevant courses from other disciplines into the philosophy major. The program is open and flexible, especially for those interested in philosophy as a second major.

The Philosophy Department allows students to design their own major around a basic structure that consists of (1) a common core of six courses and (2) four elective course, two of which must be philosophy courses at the 300 level or higher. The designed major must be developed with the guidance of a Philosophy faculty advisor and approved by the Chair.

REQUIRED CORE COURSES FOR ALL PHILOSOPHY MAJORS

		Credits
PHIL 102	Introduction to Philosophy	3
PHIL 104	Introduction Ethics	3
PHIL 111	Introduction to Critical Thinking	3
PHIL 210	Metaphysics	3
PHIL 404 or 407 or 361	History of Ancient and Medieval Philosophy, or History of Modern Philosophy, or Evil and Modern Thought	3
PHIL 498	Senior Research Seminar	3
	Total	18

To help guide the student, the Philosophy faculty has developed four tracks that constitute preapproved topic areas for the major. A major in Philosophy may be earned by [1] completing the six required courses above, and [2] fulfilling the requirements for any one of the tracks below or selecting four courses in consultation with the Philosophy faculty advisor.

Track 1: Philosophy, Law and Politics		Credits
PHIL 325	Philosophy of Law	3
PHIL 326	Legal Reasoning	3
One of the following:		3
PHIL 327	Legal Ethics	
PHIL 332	Social and Economic Justice	
POLS 351	Politics and Social Policy	
One of the following:		3
POLS 306	Courts in American Politics	

POLS 420	Civil Rights and Civil Liberties	
POLS 421	Constitutional Law	
HIST 410	US Constitutional History	
PHIL 324	Mock Trial	
	Total	12

Track 2: Philosophy and Social Justice		Credits
PHIL 332	Social and Economic Justice	3
PHIL 301A <i>or</i> PHIL 358	Philosophy of Non-Violence <i>OR</i> Philosophy of Gandhi	3
Two of the following:		6
PHIL 341	Environmental Ethics	
POLS 240	Controversies of Social Policy	
POLS 251	American Urban Conflict	
POLS 315	Environmental Politics	
POLS 351	Politics and Social Policy	
POLS 420	Civil Rights and Civil Liberties	
SOC 205	Sociology of Inequality	
SOC 413	Minorities	
	Total	12

Track 3: Philosophy, Art & Literature		Credits
Two of the following:		6
PHIL 318	Aesthetics	
PHIL 319	Philosophy & Literature (Human Images)	
PHIL 320	Existentialism	
PHIL 409	Nietzsche	
One of the following:		3
ENG 390	Literary Theory	
ARTH 322	Contemporary Issues in Art	
VA 341	Modern Art & Theory	
One of the following:		3
ARTH 101	Survey of Western Art I	
ARTH 102	Survey of Western Art II	
ENG 220	American Literature I	
ENG 221	American Literature II	
	Total	12

Track 4: Philosophy, Ethics and Medicine		Credits
PHIL 335	Philosophy of Science and Medicine	3
PHIL 338	Medical Ethics	3
Two of the following:		6
PHIL 337	Death and Dying	
PHIL 345	Values at the End of Life	
PSYC 330	Health Psychology (PSYC 101 prerequisite)	
SOC 408	Health and Illness	
	Total	12

Philosophy Pre-Law Program:

The department offers a philosophy pre-law program for those students interested in philosophy or a general arts education and in pursuing a legal career. It is generally acknowledged that a concentration in philosophy and the other arts provides an appropriate basis for the study of law. Students in the pre-law program complete the requirements of the Philosophy, Law and Politics track. Additional courses are selected in consultation with the department's pre-law advisor (who has a law degree) that will assist the student in preparing for law school and beyond.

REQUIREMENTS: MAJOR IN PHILOSOPHY

	<i>Credits</i>	<i>Philosophy Courses</i>
Philosophy	30	PHIL 102, PHIL 104*, PHIL 111, PHIL 210,
General Education Requirements	37	PHIL 404 or 407 or 361, PHIL 498 and four
Foreign Language**	3	PHIL electives
General Electives	<u>50</u>	
Total	120	

*PHIL 104 and one additional Philosophy course are required General Education courses that will both count towards Philosophy Major requirements. AS a result, in order to meet the 120 credit hour degree requirements, Philosophy majors must take an additional six (6) credit hours of general electives.

**The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language that will count toward their General Electives.

***A senior thesis is also required. Seniors must register for three credits of 498 in the fall semester of senior year.

MINOR

The department also offers minors in Philosophy that enable students to pursue course work that will supplement their major field of study. Each minor consists of three required courses (PHIL 104, PHIL 111, and either PHIL 102 or PHIL 210) and three electives at the 300 level or higher. In addition to a general Philosophy minor, minors corresponding to the four tracks described above are available. Their course requirements (in addition to PHIL 104, PHIL 111, and either PHIL 102 or 210) are described below.

Track 1 Minor: Philosophy, Law and Politics		Credits
PHIL 325	Philosophy of Law	3
PHIL 326	Legal Reasoning	3
One of the following:		3
PHIL 324	Mock Trial	
PHIL 327	Legal Ethics	
PHIL 332	Social and Economic Justice	
POLS 306	Courts in American Politics	
POLS 351	Politics and Social Policy	
POLS 420	Civil Rights and Civil Liberties	
POLS 421	Constitutional Law	
HIST 410	US Constitutional History	
	Total	9

Track 2 Minor: Philosophy and Social Justice		
PHIL 332	Social and Economic Justice	3
PHIL 301A <i>or</i> PHIL 358	Philosophy of Non-Violence <i>OR</i> Philosophy of Gandhi	3
One of the following:		3
PHIL 341	Environmental Ethics	
POLS 240	Controversies of Social Policy	
POLS 251	American Urban Conflict	
POLS 315	Environmental Politics	
POLS 351	Politics and Social Policy	
POLS 420	Civil Rights and Civil Liberties	
SOC 205	Sociology of Inequality	
SOC 413	Minorities	
	Total	9
Track 3 Minor: Philosophy, Art & Literature		
Two of the following:		6
PHIL 318	Aesthetics	
PHIL 319	Philosophy & Literature (Human Images)	
PHIL 320	Existentialism	
PHIL 409	Nietzsche	
One of the following:		3
VA 341	Modern Art & Theory	
ENG 390	Literary Theory	
ARTH 322	Contemporary Issues in Art	
	Total	9
Track 4 Minor: Philosophy, Ethics and Medicine		
PHIL 335	Philosophy of Science and Medicine	3
PHIL 338	Medical Ethics	3
One of the following:		3
PHIL 337	Death and Dying	
PHIL 345	Values at the End of Life	
PSYC 330	Health Psychology (PSYC 101 prerequisite)	
SOC 408	Health and Illness	
	Total	9

BACHELOR OF ARTS WITH A MAJOR IN PHILOSOPHY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
PHIL 102	3	PHIL 104	3
PHIL 111	3	SBU 102	1
SBU 101	2	ENG 102	3
ENG 101	3	Foreign Language*	3
Foreign Language/General Elective	<u>3</u>	General Education Requirements	<u>6</u>
	14		16
SECOND YEAR			
General Elective	3	PHIL 210	3
General Education Requirements	<u>12</u>	General Electives	9
	15	General Education Requirements	<u>4</u>
			16
THIRD YEAR			
PHIL 361, 404 or 407	3	Philosophy Elective	3
Philosophy Elective	3	Philosophy Elective	3
General Electives	<u>9</u>	General Electives	<u>9</u>
	15		15
FOURTH YEAR			
PHIL 498	3	General Electives	6
Philosophy Elective	3	General Electives	<u>8</u>
General Electives	<u>9</u>		14
	15		

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

DEPARTMENT OF PHYSICS

Department Chair Jerry Kiefer, Ph.D.

Founded in 1939 by the Rev. Francis Sullivan, O.F.M.

Faculty

T. Cooke, M.S.

J. Kiefer, Ph.D.

J. M. Pientka, Ph.D.

The program in physics is designed to provide opportunities for the undergraduate student to develop the skills essential for graduate school, industry, government service and the teaching of physics. The physics curriculum offers two degree tracks designed to prepare a student for employment or further study in physics or in the various engineering fields, such as, but not limited to, electrical and mechanical engineering. Students with an interest in biophysics may take a minor in biology, or take a set of recommended biology electives. Physics majors have gone on to careers in physics, civil, electrical, & mechanical engineering, biomechanical engineering and medicine. The department also provides a fundamental physics foundation for other science disciplines. Physical science courses are available to those not majoring in the sciences.

A chapter of Sigma Pi Sigma, National Physics Honor Society, has been established to give recognition to outstanding students.

The Physics Department operates the SBU Observatory, which is equipped with an 11 inch Schmidt-Cassegrainian telescope. Interested students may participate in the Orion Astronomy Club.

REQUIREMENTS (B.S. - Physics)

	Credits	Required Physics Courses	Credits
Physics	32	PHYS 103-104	6
General Education Courses†	37	PHYL 103-104	2
Foreign Language 202*	3	PHYS 201	3
Chemistry	8	PHYS 203	3
Mathematics and ENGR 220	21	PHYS 301	3
General Electives	<u>19</u>	PHYS 302	3
Total	120	PHYS 304	3
		PHYS 309	3
		PHYS 406	3
		PHYS 490	0
		Elective	3

REQUIREMENTS (B.S. – Engineering Physics)

	<i>Credits</i>	Required Physics Courses	<i>Credits</i>
Physics	32	PHYS 103-104	6
General Education Requirements†	37	PHYL 103-104	2
Mathematics*	18	PHYS 201	3
Engineering Physics	9	PHYS 203	3
Chemistry	8	PHYS 301-302	6
Foreign Language 202*	3	PHYS 304	3
General Electives	13	PHYS 309	3
Total	120	PHYS Elective ***	3
		PHYS 451	3
		PHYS 490	0
		ENGR 220	3
		ENGR 252	3
		ENGR 262	3

†The Writing Intensive, Diversity Coded, and Quantitative Literacy course requirements may be met by any major, general education, or elective courses designated as such.

*The Mathematics Elective is to be chosen from the following: MATH 207, 208, 241, 322, 323, 341, 342, 345, 351, 352, 413, 431, or 453.

**The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

***The Physics Elective is to be chosen from: PHYS 312, 404, 406, 408, 409, 410, 451, or 452.

DEPARTMENTAL COMPREHENSIVE REQUIREMENT (PHYS 490)

The comprehensive requirement for physics is satisfied by a) service as a teaching aide in one introductory physics lab section and b) passing an oral exam given at the end of a student's last semester of study.

MINOR

For non-majors, the following courses constitute a minor: PHYS 103/lab, 104/lab, 201, 301, 304 & 203 or 252 or 451.

BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
SBU 101	2	PHYS 103 – PHYL 103	4
PHSC 106	3	MATH 152	4
ENGR 220	3	SBU 102	1
ENG 101	3	ENG 102	3
MATH 151	<u>4</u>	General Education Requirement	<u>3</u>
	15		15
SECOND YEAR			
PHYS 104 – PHYL 104	4	PHYS 201	3
MATH 251	4	PHYS 203	3
CHEM 101 – CHML 101	4	Foreign Language 202**	3
Foreign Language 201**	<u>3</u>	CHEM 102 – CHML 102	4
	15	FS/THEO 101	<u>3</u>
			16
THIRD YEAR			
PHYS 301	3	PHYS 302	3
PHYS 304	3	PHYS 309	3
MATH 252	3	Math Elective*	3
General Education Requirement	3	General Education Requirement	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
PHYS 406	3	Physics Elective***	3
General Education Requirements	9	General Elective Requirement	3
General Elective	<u>3</u>	General Electives	8
	15	PHYS 490	<u>0</u>
			14

BACHELOR OF SCIENCE IN ENGINEERING PHYSICS

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
SBU 101	2	PHYS 103 – PHYL 103	4
PHSC 106	3	MATH 152	4
ENGR 220	3	ENG 102	3
ENG 101	3	SBU 101	1
MATH 151	<u>4</u>	General Education Requirement	<u>3</u>
	15		15
SECOND YEAR			
PHYS 104 – PHYL 104	4	PHYS 201	3
MATH 251	4	PHYS 203	3
CHEM 101 – CHML 101	4	Foreign Language 202**	3
Foreign Language 201**/General Elective	<u>3</u>	CHEM 102 – CHML 102	4
	15	FS/THEO 101	<u>3</u>
			16
THIRD YEAR			
PHYS 301	3	PHYS 302	3
PHYS 304	3	PHYS 309	3
ENGR 252	3	ENGR 262	3
General Education Requirement	3	General Education Requirement	3
MATH 252*	<u>3</u>	Math Elective*	<u>3</u>
	15		15
FOURTH YEAR			
PHYS 451	3	Physics Elective***	3
General Electives	6	General Electives	8
General Education Requirement	<u>6</u>	General Education Requirement	3
	15	PHYS 490	<u>0</u>
			14

DEPARTMENT OF POLITICAL SCIENCE

Department Chair: J.B. Lambert, Ph.D.

Faculty

M. Kubal, Ph.D.

J.B. Lambert, Ph.D.

I. Zabad, Ph.D.

The department is strongly committed to the notion that an active, lifelong, and intelligent involvement in the political world is critical to democracy and social progress. Therefore, the educational objective is to maximize the students' capacity to analyze and interpret the significance and dynamics of political events and governmental processes. The political science major is immersed in subjects concerning political and social thought, social forces and political change, processes and the state, and governance and public policy.

The student is encouraged to relate his/her classroom learning to the political world by participating in one of several internship programs, Model United Nations, or a social action opportunity. Experiential learning not only expands classroom knowledge, but enables the student to actively participate in the democratic process.

The study of political science is an excellent preparation for various careers including government employment at all levels, the law, the diplomatic corps, multinational corporations, politics and graduate study.

REQUIREMENTS

Political science is grounded in four subfields: American Politics, International Relations, Comparative Political Systems and Political Thought. Beginning with American Politics, the student is introduced to each of these subfields within his/her first two years of study. Advanced courses may be taken across a broad spectrum of offerings listed below. During the fall semester of the student's senior year, the capstone course is completed; the student works closely with a faculty member on an independent research project.

	<i>Credits</i>		<i>Credits</i>
Political Science Subfields	15	Foreign Language*	3
Research Methods	3	General Education Requirements	37
Political Science Electives	15	General Electives	<u>44</u>
Political Science Capstone	3	Total	120

Majors are encouraged to take MATH 107 to meet the General Education Quantitative Literacy Distribution

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

MINOR

For non-majors, the following constitute a minor: POLS 102, POLS 103, POLS 203, and three additional approved political science electives.

PRE-LAW ADVISEMENT

The department provides special advisement programs and workshops for students who plan to attend law school. See Dr. Brickman for further details.

ADVISORY SYSTEM

The department is strongly committed to its advisory system. Advising begins during the summer orientation program prior to the first semester and continues throughout the academic career. The student is assigned to a

political science faculty adviser and is encouraged to seek consultation on a regular basis. Valuable knowledge can be gained concerning course selection, graduate education, and career choices.

INTERNSHIP PROGRAM

Believing that outside classroom experiences contribute to the expansion of knowledge in political science and to intelligent career choices, the department encourages student participation in the internship program. The following choices are available:

1. The student resides at St. Bonaventure and works eight hours per week at the local state senator's or state Assembly member's office as a staff member. Three credit hours.
2. The student resides in Albany under the New York State Assembly Internship Program for the spring semester. While in Albany, the student becomes a staff member of the Assembly and carries on the full responsibilities of that position.
3. The Department is an affiliate of the Washington Center for Internships and Academic Seminars. This allows our majors to spend a semester in Washington participating in a wide variety of possible experiences including governmental affairs, broadcast and print journalism, executive branch, international relations and foreign trade. 15 credit hours.
4. The student may submit a proposal to the department chair for an individualized internship experience. Proposals involve a variety of experiences and must include an academic component. Credit hours vary.

MODEL UNITED NATIONS

Each year the Model United Nations class competes in intercollegiate conferences and hosts a regional conference for high school students. Students register for the class (POLS 104, 208, 209, 308 or 309 depending on the level of experience) in the fall, but the course lasts the entire academic year.

THE NATIONAL POLITICAL SCIENCE HONOR SOCIETY

Pi Sigma Alpha, the national political science honor society, is open to all junior and senior political science majors and minors who have achieved a 3.25 grade point average in political science courses and a 3.0 overall grade point average.

BACHELOR OF ARTS IN POLITICAL SCIENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
American Politics (POLS 102)	3	International Relations (POLS 103)	3
ENG 101	3	ENG 102	3
Foreign Language*	3	General Education Requirement	3
SBU 101	2	Quantitative Literacy Distribution-MATH 107	3
Model UN or POLS elective	<u>3</u>	Foreign Language*	3
	14	SBU 101	<u>1</u>
			16
SECOND YEAR			
Political Thought (POLS 204)	3	Comparative Politics (POLS 203)	3
POLS Elective	3	POLS Elective	3
Literature and the VPA Distribution	3	Historical Studies Distribution	3
General Education Requirement - PHIL 104	3	General Education Requirement - FS/THEO 101	3
General Elective	<u>3</u>	General Elective	<u>4</u>
	15		16
THIRD YEAR			
Franciscan Studies/Theology Distribution	3	POLS Elective	3
Qualitative Research Methods in POLS (POLS 300)	3	Quantitative Research Methods in POLS (POLS 307)	3
Natural Science w/Lab Distribution	4	General Elective	3
POLS Electives	3	General Electives	<u>6</u>
General Elective	<u>3</u>		
	16		15
FOURTH YEAR			
POLS Capstone (POLS 498)	3	POLS Elective	3
General Electives	<u>10</u>	General Electives	<u>12</u>
	13		15

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

Required Political Science Courses	
POLS 102	American Politics
POLS 103	International Relations
POLS 203	Comparative Political Systems
POLS 204	Political Thought
POLS 307	Research Methods
POLS 498	Capstone

Electives in American Politics	
POLS 205	Law and Society
POLS 221	Congressional Politics
POLS 240	Controversies in Public Policy
POLS 251	American Urban Conflict
POLS 261	Participation in Amer. Politics
POLS 305	Presidential Power
POLS 306	Courts in American Politics
POLS 328	Politics of the 60s
POLS 351	Politics of Social Policy
POLS 395	Media and Politics
POLS 397	Policing in the Americas
POLS 420	Civil Rights and Civil Liberties
POLS 421	Constitutional Law
POLS 425	Environmental Politics

Electives in Comparative Politics	
POLS 340	Identity, Emotions & Decisions
POLS 345	Political Conflict
POLS 355	Latin American Politics
POLS 375	Women and Politics
POLS 396	Politics of the Middle East
POLS 398	Terrorism & Political Violence
POLS 435	Politics of Developing Areas

Electives in International Relations	
POLS 104	Model United Nations
POLS 208/209	Intermediate Model UN
POLS 308/309	Model UN Secretariat
POLS 320	U.S. Foreign Policy
POLS 330	International Political Economy
POLS 356	Latin America and the U.S.
POLS 460	Nationalism and Ethnic Conflict

Electives in Political Thought	
POLS 302	American Political Thought

Special Courses	
POLS 450/451	Special Topics
POLS 491	Washington Internship
POLS 492	Albany Internship
POLS 497	Independent Study

DEPARTMENT OF PSYCHOLOGY

Department Chair: Gregory Privitera, Ph.D.

Faculty

A. Bauernschmidt, Ph.D.

G. Privitera, Ph.D.

S. Vogel, Ph.D.

D. Mayeaux, Ph.D.

R. Valeri, Ph.D.

The department is committed to presenting psychology as a behavioral science. The intent is not that every graduate becomes a behavioral scientist, but that every student in the program becomes capable of appreciating and implementing the role and value of a scientific approach to understanding behavior and mental processes, in career, community service, public citizenship, and personal contexts.

Through courses required by the program, the student learns foundational knowledge in the history, philosophy and principles of behavioral science exemplified in the design of research in both the laboratory and the field, in the systematic collection and analyses of data, and in the interpretation and evaluation of research findings. In the elective courses, the student utilizes this foundational knowledge in pursuit of the student's particular interests in the theories, research and applications of one or several of the specialized areas within psychology. Through the combination of required and elective courses, the student acquires a unique understanding of behavior and mental processes which can enhance subsequent experience and productivity in a wide variety of careers.

For the student interested in psychology as a career, the program also provides a solid academic base for advanced work leading to a graduate degree in psychology. The career-oriented student is also urged to take advantage of the many opportunities that the faculty and department offer for expanding upon classroom knowledge through participation in one of several fieldwork opportunities, involvement in faculty research or independent studies, pursuit of an honors degree, or participation in the department's psychology club or honor society.

BACHELOR OF ARTS IN PSYCHOLOGY

The bachelor of arts program is most appropriate for the student who seeks primarily a liberal arts education, with a major in psychology and a broad distribution of electives in the humanities, natural sciences, and social sciences. A B.A. in psychology in conjunction with appropriate elective courses is an excellent preparation for careers in human services or social services, or post graduate studies in clinical psychology, counseling, developmental psychology, industrial and organizational behavior, school psychology, social psychology, business administration, or law.

BACHELOR OF SCIENCE IN PSYCHOLOGY

The bachelor of science program is designed for the student who wishes to combine the psychology major with a strong sub-concentration in biology, chemistry, computer science, mathematics, or physics. Optimal preparation for the B.S. program includes four years of high school mathematics and at least one course in the natural sciences. A bachelor of science in psychology is excellent preparation for careers or graduate studies in animal behavior, cognitive psychology, cognitive neuroscience, health psychology, medicine, neuropsychology, perception, psychiatry, or veterinary medicine.

HONOR SOCIETY

Psi Chi, the national honor society for psychology, is available for psychology majors who have achieved a 3.00 cumulative average or better, are in the top 35 percent of their class and have received faculty recommendations. Invitations are extended every semester for students who meet these requirements.

ELECTIVES FOR NON-MAJORS

Most psychology courses are available as electives to all students in the University. When there is any question about course materials or suitability for a particular student, the adviser is invited to confer with the department of psychology chair.

MINOR

For non-majors, the following courses: PSYC 101, plus PSYC 201 and four psychology electives chosen in cooperation with the department's minor adviser.

REQUIREMENTS - B.A. IN PSYCHOLOGY

	<i>Credits</i>		<i>Credits</i>
PSYC 101	3	Cognate Courses	4
PSYC 102	3	One of BIO 101, BIO 105, PHYS 103, CHEM 101 or CS 131	
PSYC/L 201-202	8		
PSYC 49x (Senior Seminar)	3	Foreign Language****	3
Three SPD* electives	9	General Education Requirements	37
Two CBH** electives	6	Electives	<u>41</u>
PSYC Elective***	3	Total	120

It is recommended that students take either MATH 108, 111, 112, 121, 145, or 151 to meet the General Education Quantitative Literacy Distribution.

REQUIREMENTS - B.S. IN PSYCHOLOGY

	<i>Credits</i>		<i>Credits</i>
PSYC 101	3	Cognate Courses	8
PSYC 102	3	BIO 105/105L and 106/106L	
PSYC/L 201-202	8	One additional natural science (BIO,CHEM, PHYS, CS or MATH) or one Additional CBH** elective	3-4
PSYC 49x (Senior Seminar)	3		
Three SPD* electives	9	Foreign Language****	3
Two CBH** electives	6	General Education Requirements	37
PSYC Elective***	3	Electives	<u>33-34</u>
		Total	120

*Social/Personality/Developmental area electives

**Cognitive/Behavioral/Health area electives

***Extra area elective; does not have to be designated PSYC elective

****The foreign language must be at the level of 202 or higher.

Social/Personality/Developmental*	
PSYC 212	Social Psychology
PSYC 213	Group Dynamics
PSYC 215	Maladaptive Behavior
PSYC 224	Psychology of Adolescence
PSYC 225	Psychology Adult Development and Aging
PSYC 232	Psychological Well-Being
PSYC 270	Investigative Psychology
PSYC 309	Social Influence
PSYC 310	Organizational/Industrial Psychology
PSYC 312	Social & Emotional Development
PSYC 313	Interpersonal Relations
PSYC 316	Human Sexuality
PSYC 370	Psychology of Terrorism
PSYC 371	Hate Crimes
PSYC 433	Personality

Cognitive/Behavioral/Health**	
PSYC 222	Psychology of Learning & Memory
PSYC 315	Animal Behavior
PSYC 330	Health Psychology
PSYC 343	Physiological Psychology
PSYC 382	Sustainable Behavior
PSYC 421	Sensation and Perception
PSYC 422	Cognition

Other PSYC electives***	
PSYC 414	Sport and Exercise
PSYC 469	Introduction to Clinical Methods
PSYC 47x	Fieldwork

BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
PSYC 101	3	PSYC 102	3
ENG 101	3	ENG 102	3
SBU 101	2	SBU 102	1
BIO 101	4	Quantitative Literacy Distribution	3
General Elective/Foreign Language 201*	<u>3</u>	General Education Requirement	3
	15	General Elective/Foreign Language 202*	<u>3</u>
			16
SECOND YEAR			
PSYC/L 201	4	PSYC/L 202	4
PSYC Elective	3	PSYC Elective	3
General Elective	3	General Education Requirement	3
General Education Requirements	<u>6</u>	General Electives	<u>6</u>
	16		16
THIRD YEAR			
PSYC Electives	6	PSYC Electives	6
General Education Requirements	6	General Electives	6
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
PSYC 49x (Senior Seminar)	3	General Electives	6
General Electives	3	General Electives	<u>6</u>
General Electives	<u>9</u>		12
	15		

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

Changes in the sequence of the program may be desirable; adviser consultation required.

BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
PSYC 101	3	PSYC 102	3
ENG 101	3	BIO/BIOL 106	4
SBU 101	2	ENG 102	3
BIO/BIOL 105	4	Quantitative Literacy Distribution	3
General Elective/Foreign Language 201*	<u>3</u>	SBU 102	1
	15	General Elective/Foreign Language 202*	<u>3</u>
			17
SECOND YEAR			
PSYC/L 201	4	PSYC/L 202	4
PSYC Elective	3	PSYC Elective	3
General Education Requirements	6	General Education Requirement	3
General Elective	<u>3</u>	General Electives	<u>6</u>
	16		16
THIRD YEAR			
PSYC Electives	6	PSYC Electives	6
General Education Requirement	6	General Education Requirement	3
General Elective	<u>3</u>	Natural Science or CBH Elective**	<u>3</u>
	15		12
FOURTH YEAR			
PSYC 49x (Senior Seminar)	3	General Electives	3
General Electives	6	General Electives	<u>11</u>
General Electives	<u>6</u>		14
	15		

* The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

** One additional natural science course (BIO, CHEM, PHYS, CS or MATH) or one additional course from the Cognitive/Behavioral/Health elective set (see page 122)

Changes in the sequence of the program may be desirable; adviser consultation required.

DEPARTMENTAL COMPREHENSIVE REQUIREMENT

To comply with comprehensive examination requirements, psychology majors must take one of the capstone courses (PSYC 49X). In the capstone courses students plan, conduct and write a senior thesis. The purposes of the thesis are to capstone undergraduate experiences and to provide a transition to post-baccalaureate life. The thesis is based on an empirical research project.

DEPARTMENT OF SOCIOLOGY

Department Chair, William Elenchin, Ph.D.

Faculty

Fr. D. Blake, Ph.D.

B. Gross, Ph.D.

W. Elenchin, Ph.D.

K. Zawicki, Ph.D.

The value set characterizing all the activities of this department is, in the last analysis, a belief in the basic dignity of every human being. From this perspective we move to the more immediate objectives: to present students with various facets of the contemporary social world in a scientific and empirical manner. Specifically, this includes analysis of social structures, interactive processes, the nature and function of institutions, social group relationships, cultural-environment interrelationships, and cross-cultural studies with some emphasis on cultures outside the Euro-American tradition.

Furthermore, the department offers to its students an orientation of self in relation to others and to basic social institutions, including the family, church and state as well as the economic, educational and governmental processes within a global framework.

The department offers a B.A. in sociology. The B.A. in sociology allows for a concentration in criminology. The department also offers minors in criminology, sociology and human services.

THE SOCIOLOGY MAJOR

The rationale for the department's general requirements is based on the belief of the faculty that a broad background in the liberal arts is a necessary condition for meaningful participation in the world.

The research methods requirement, Sociology 206 and 207, is based on the belief that effective participation in the contemporary world requires a background in research strategies.

To achieve this goal, the student has access to the University's academic computer system via terminals in the departmental complex. The current version of SPSSx, Statistical Package for the Social Sciences, is the principal software program used by the department. Other programs are available for use.

This allows the student hands-on experience with the current state of research technology. If a student wishes to continue this orientation, he/she may obtain a secondary concentration in computer science.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
SOC 101	3	SOC Electives	18
SOC 102	3	SOC 412*	3
SOC 206	3	General Education Requirements	37
SOC 207	3	Foreign Language 202**	3
SOC 208	3	General Electives	44
		Total	120

It is recommended that students take MATH 107 to complete the General Education Quantitative Literacy Distribution

*SOC 412 must be taken in conjunction with a 300-400 level class designated for the senior seminar per semester.

**The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

CRIMINOLOGY CONCENTRATION

A sociology major wishing to concentrate in Criminology must, as part of fulfilling the degree requirements, complete the following courses: SOC 301 or 302; SOC 307, 308, and 320; and two of the following — NV 102, PHIL 325, POLS 205, PSYC 215, SOC 420 (special topics course, but with departmental approval).

MINOR IN SOCIOLOGY

For non-majors, the following constitutes a sociology minor: SOC 101, SOC 206 or 207, SOC 208 and two approved electives chosen in cooperation with the minor adviser.

MINOR IN HUMAN SERVICES

Human services work is a broad field that includes criminal justice, substance abuse, mental health, and working with the disabled, poor and disadvantaged. The minor provides academic training and experience for graduate school. For non-majors, the following constitutes a human services minor: SOC 101, 103, 104, 206 or 207, 301, 302, 304, and 320.

It is recommended that Field Work Study (SOC 301-302) be taken in the junior year. SOC 301 and SOC 302 each require 80 hours in a human service agency and a major paper.

MINOR IN CRIMINOLOGY

The sociology minor in criminology is designed for students who are considering possible careers in the diverse area of administrative justice. The program introduces students to the different dimensions and explanations of crime and delinquency, providing analysis of social and governmental processes in the formulation of the criminal law of the United States.

For non-majors, the following constitutes a criminology minor: SOC 101, 206 or 207, 307, 308, and two of the following electives – NV 101, 102, SOC 301, 320, 430, or PSYC 420 (Special Topics in either Forensic Psych or Psychology & Law).

BACHELOR OF ARTS IN SOCIOLOGY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	ENG 102	3
SOC 101	3	SOC 102	3
SBU 101	2	Quantitative Literacy Distribution-MATH 107	3
General Elective/Foreign Language 201*	3	General Education Requirement	3
General Elective	<u>3</u>	SBU 101	<u>1</u>
	14	Foreign Language 202*	<u>3</u>
			16
SECOND YEAR			
SOC 206	3	SOC 207	3
General Elective	3	General Education Requirement	3
Sociology Elective	3	General Elective	6
General Education Requirements	<u>6</u>	Sociology Elective	<u>3</u>
	15		15
THIRD YEAR			
Sociology Electives	6	SOC 208	3
General Education Requirement	3	General Education Requirements	3
General Electives	<u>6</u>	General Electives	<u>6</u>
	15		15
FOURTH YEAR			
Sociology Elective	3	Sociology Elective	3
General Electives	8	General Electives	9
SOC 412	<u>3</u>	General Education Requirement	<u>4</u>
	14		16

*The foreign language must be at the level of 202 or higher.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

ADVISORY SYSTEM

The department is strongly committed to its advisory system. Each student is assigned to a faculty member who will function as that student's adviser until graduation. The student, in serious consultation with his/her adviser, will develop a program that best balances the needs of the student with the requirements of the department.

DEPARTMENT OF THEOLOGY

Department Chair: Dave Hilmey, Ph.D.

Faculty

O. Bychkov, Ph.D.

J. Fodor, Ph.D.

C. Stanley, Ph.D.

The academic study of theology aims to investigate the nature of God and interpret various dimensions of human religious experience.

Theology studies what people believe about God and the fundamental nature of reality and why they hold those beliefs.

Theology examines what people do in religious groups and institutions to express their beliefs.

Theology examines what motivates people to adopt a religious outlook on life.

Theology studies the past with a view to understanding its influence on the present and the future.

Students who take courses in theology can expect to learn more about the beliefs, values, and practices of religious people around the world, with special attention to the Christian tradition. Some theology courses focus on a particular theological theme or issue that has been debated by scholars over the centuries, while others explore the role of religion in contemporary society or examine the relation between religion and other realms of thought (science, philosophy, art, etc.). In the midst of this diversity, one concern remains paramount: to equip students with intellectual concepts and methods to enable them to think carefully and systematically about the ultimate questions of life in the company of others who have explored these questions before them.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Theology Courses	33	General Education Requirements	37
Foreign Language 202*	3	General Electives	<u>47</u>
		Total	120

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

REQUIRED THEOLOGY COURSES

Distribution Requirements (15 hrs.; one course from each of the following categories. Courses listed below under each area are representative, not exhaustive.)

(a) Comparative Religion	
THEO 200	Comparative Religion
THEO 205	Myth and Culture
THEO 313	Indian and Asian Mythology
(b) Religion and Society	
THEO 222	Religion and Politics
THEO 304	Religion and Gender
THEO 323	Religion and Science
THEO 324	Religion and Race
THEO 325	Religion and Art
THEO 326	Religion and Science Fiction
(c) Ethics	
THEO 245	Christian Ethics
THEO 345	Catholic Social Thought
THEO 349	Issues in Christian Ethics
THEO 440	Contemporary Moral Theology
(d) Spirituality	
THEO 252	Christian Spirituality
THEO 357	Merton's Heart: The Journey and Thought of Thomas Merton
THEO 359	Special Studies in Spiritual Traditions
(e) Catholic Tradition	
THEO 263	Sacraments
THEO 264	American Catholicism
THEO 265	Global Catholicism
THEO 333	Contemporary Catholic Thought
THEO 368	Body, Sex, and Sacrament
THEO 345	Catholic Social Thought
THEO 362	Francis and the Franciscan Tradition
Upper-Level Requirements (9 hrs.; three courses)	
THEO 430	Theological Methods
THEO 460	History of Christianity
THEO 470	Contemporary Biblical Interpretation
Comprehensive Requirement (3 hrs.; one course)	
THEO 498	Seminar in Theology
Departmental Electives (6 hrs.; two THEO courses selected by the student)	

MINOR REQUIREMENTS

	<i>Credits</i>			<i>Credits</i>
CLAR 206	3			
CLAR 207	3			
Theology Electives	12			

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Department Chair: Leslie Sabina, Ph.D.

Faculty

C. Dubreuil, Ph.D.	L. Peterson, M.M.	E. Simone, Ph.D.
R. Misenheimer, M.F.A.	L. Sabina, Ph.D.	

Artists-In-Residence

K. Black, M.M.	A. Mormile, M.F.A
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The Department of Visual and Performing Arts offers majors and minors in each of four areas: art history, music, theater, and visual arts. The visual and performing arts are necessary elements in a liberal arts education. Whether we are creators or appreciators, the arts engage us in a dialogue of perception, imagination and reflection involving the entire range of human experience.

The arts give meaning to our lives, amplify our emotions and ideas, offer us a cross-cultural community, and allow us to bring deeper awareness and unique perceptions to any career.

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

Audition: Admission to the B.A. in Music degree program is conditional upon a successful live audition evaluated by members of the music faculty. The audition will consist of a performance of at least 10 minutes' length on the student's major instrument or voice, showing a grasp of a variety of styles. Candidates should contact the Department of Visual and Performing Arts for specific requirements for individual instruments and voice. In lieu of a live audition, a recording may be submitted if the candidate lives more than 150 miles from St. Bonaventure University. Current St. Bonaventure University students who wish to change their major to Music should contact the Department of Visual and Performing Arts for audition procedures.

	<i>Credits</i>		<i>Credits</i>
Music Core	28	General Education Requirements	37
Music Electives*	9	General Electives	43
Foreign Language 202	3	Total	120

*MU 111 does not qualify as a music elective.

GENERAL MUSIC SEQUENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
MU 121 (MU Theory I)	3	MU 122 (MU Theory II)	3
ENG 101	3	ENG 102	3
General Education Requirement	3	General Education Requirement	3
FS/THEO 101	3	Foreign Language 202*	3
SBU 101	2	SBU 102	1
MU Ensemble/Applied	<u>1</u>	General Elective	3
	15	MU Ensemble/Applied	<u>1</u>
			17
SECOND YEAR			
MU 211 (MU History I)	3	MU 212 (MU History II)	3
General Education Requirement	3	MU 233 (MU Conducting)	3
Quantitative Literacy Distribution	3	General Education Requirement	3
General Electives	6	General Electives	6
MU Ensemble/Applied	<u>1</u>	MU Ensemble/Applied	<u>1</u>
	16		16
THIRD YEAR			
MU 221 (MU Composition)	3	MU Elective	3
MU Elective	3	General Education Requirement	4
General Elective	3	General Electives	6
General Education Requirement	3	MU Ensemble/Applied	<u>1</u>
MU Ensemble/Applied	<u>1</u>		14
	13		
FOURTH YEAR			
MU Elective	3	MU 499 (MU S.M.P.)	3
General Elective	3	General Elective	3
General Education Requirement	3	General Electives	<u>8</u>
General Electives	5		14
MU Ensemble/Applied	<u>1</u>		
	15		

* The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

BACHELOR OF ARTS WITH A MAJOR IN VISUAL ARTS

The B.A. in Visual Arts includes courses from the University's core curriculum, courses in drawing, painting, sculpture, and other art electives. A portfolio review is required at the end of the second semester of study. In all, 45 credit hours in the major are required for graduation. Throughout the student's progression, faculty provide individual attention, mentoring and advisement. A senior thesis/exhibition is the student's culminating experience and is a requirement for graduation.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Visual Arts	45	General Education Requirements	37
Foreign Language 202*	3	Electives	35
		Total	120

Note: Upon completion of two semesters, a portfolio review will take place to determine the student's ability to complete the visual arts program.

SUGGESTED COURSE SEQUENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
VA 111	3	VA 211	3
ENG 101	3	ENG 102	3
SBU 101	2	SBU 102	1
FS/THEO 101	3	Foreign Language 202*	3
VA 161	<u>3</u>	VA 162	3
	14	General Education Requirement	<u>3</u>
			16
SECOND YEAR			
ARTH 101	3	ARTH 102	3
VA 121 or 131	3	Visual Arts 221 or 231	3
General Education Requirement	3	General Education Requirement	3
General Elective	3	General Electives	<u>6</u>
Quantitative Literacy Distribution	<u>3</u>		15
	15		
THIRD YEAR			
ARTH 322	3	General Education Requirement	3
General Education Requirement	3	VA 221 or 231	3
VA 121 or 131	3	VA Elective	3
VA Elective	3	General Electives	<u>6</u>
General Elective	<u>3</u>		15
	15		
FOURTH YEAR			
VA 411	3	General Electives	6
VA Elective	3	General Education Requirement	3
General Education Requirement	4	General Electives	<u>6</u>
General Electives	<u>5</u>		15
	15		

* The foreign language must be at the level of 202 or higher.

Changes in the sequence of the program listed above may be desirable. These must be made in consultation with the student's academic adviser.

BACHELOR OF ARTS WITH A MAJOR IN ART HISTORY

The major in art history is designed to accomplish the following objectives: to acquaint students, through survey courses, with the broad range of art, architecture, and material culture produced by humankind from prehistory to the present, in both the (so-called) Western and Non-Western traditions; to provide, through manifold upper-division courses, a deeper engagement with individual historical periods and genres of artistic production; and to teach the analytical skills and methods of the discipline of art history (e.g., formal, iconographical, contextual, and critical-theory analyses).

Because it engages with all the liberal arts, the major in art history provides an excellent foundation for a liberal education and for professional and post-graduate studies.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
ARTH courses	33	General Education Requirements	37
VA course (100 level)	3	General Electives	44
Foreign Language*	3	Total	120

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

ART HISTORY COURSE REQUIREMENTS:

1. General Requirements: 15 credits	
ARTH 101	Survey of Western Art I
ARTH 102	Survey of Western Art II
ARTH 103	Survey of Non-Western Art
ARTH 401	Methods and Theory
VA 1xx	Any VA course at the 100 level
2. Elective Area Requirements: 12 credits; choose one from four of these five areas:	
Area 1: Old-World Art and Archaeology	
ARTH 301	Greek Art and Archaeology
ARTH 302	Roman Art and Archaeology
ARTH 303	Medieval and Byzantine Art and Architecture
Area 2: Renaissance and Romantic Art	
ARTH 310	Renaissance and Baroque Art
ARTH 311	18 th and 19 th Century Art (Study abroad options, e.g., Fresco Painting in Italy)
Area 3: Modern Art and Theory	
ARTH 321	Aesthetics
ARTH 322	Contemporary Issues in Art
ARTH 323	Women Artists, Then and Now
Area 4: Non-Western Art	
ARTH 330	Asian Art
ARTH 331	Japanese Art and Culture
ARTH 332	Native American Art
ARTH 333	Introduction to Islamic Art & Architecture
Area 5: Museum Studies*	
ARTH 380	Museum Studies
ARTH 386	Museum Internship, Educational
ARTH 388	Museum Internship, Curatorial
<i>* Internships available to art history/visual arts majors or minors only.</i>	
3. Elective Concentration Requirements:** 6 credits; choose two additional courses from one of the five areas (above) in which a course has already been taken, thus comprising an area of concentration (totaling 9 credits).	
4. Art History Elective: 3 credits; choose any additional 200 or 300-level ARTH course **ARTH 399: Special Topics can also fulfill appropriate concentration requirements.	

SUGGESTED COURSE SEQUENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ARTH 101	3	ARTH 102	3
ENG 101	3	ENG 102	3
ARTH 103	3	Quantitative Literacy Distribution	3
SBU 102	2	FS/THEO 101	3
Foreign Language*	<u>3</u>	SBU 102	1
	14	Foreign Language or Elective	<u>3</u>
			16
SECOND YEAR			
ARTH Elective	3	ARTH Electives	6
VA course (100 level)	3	General Education Requirement	3
General Education Requirement	4	General Electives	<u>6</u>
General Electives	<u>6</u>		15
	16		
THIRD YEAR			
ARTH Electives	6	ARTH Elective	3
General Education Requirements	6	General Education Requirement	3
General Elective	<u>3</u>	General Electives	<u>9</u>
	15		15
FOURTH YEAR			
ARTH Elective	3	ARTH 401	3
General Education Requirement	3	General Electives	6
General Electives	<u>9</u>	General Electives	<u>5</u>
	15		14

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

BACHELOR OF ARTS WITH A MAJOR IN THEATER

Department Chair: Ed Simone, Ph.D.

The bachelor of arts with a major in theater offers a comprehensive undergraduate program in theater production, history, texts, and applied on-stage and technical experience and training within the university's liberal arts context.

Undergraduate theater majors have, of course, found success in theater and related media. In addition, the theater major can be applied to advanced study and/or careers in law, many areas of education and education administration, marketing, advertising, public relations, politics, publishing, broadcast journalism, film and television performance and production, cultural anthropology, history, psychology and various therapies, music management, performance and composition, arts management and administration, visual art, internet media production, design and architecture, the hospitality and gaming industries, and many others.

SBU's theater major also offers a strong foundation for graduate study either in the applied context of the M.F.A. in acting, design, directing, dramaturgy, or another area of theater; or the M.A., either for its own sake or as preparation for advanced study leading to the Ph.D.

Although you don't need to audition to major in theater at SBU, theater majors are required to complete a minimum of six credits of SBU Theater production (THTR 299), in a combination of on-stage and design/technical work.

The major in theater wraps up with a semester-long capstone project in theater performance, design, or research (THTR 499) guided by the theater faculty and tailored to the individual student's interests. Recent capstones have included original scripts, directing, acting and designs.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Theater Core	24	Foreign Language 202*	3
Production credits (THTR 299)	6	General Education Requirements	37
Theater Electives	6	General Electives	44
		Total	120

SUGGESTED COURSE SEQUENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
THTR 101	3	THTR 130 or 211	3
THTR 201 or 301	3	ENG 102	3
ENG 101	3	SBU 102	1
FS/THEO 101	3	Foreign Language 202*	3
SBU 101	2	General Elective	3
THTR 299	<u>1</u>	THTR 299	<u>1</u>
	15		14
SECOND YEAR			
THTR 212 or 230	3	THTR 211 or 130	3
THTR 299	1	THTR 299	1
THTR 211 or 301	3	Natural Science w/Lab Distribution	4
Quantitative Literacy Distribution	3	General Electives	<u>6</u>
General Education Requirement	3		14
General Elective	<u>3</u>		
	16		
THIRD YEAR			
THTR 299	1	THTR 299	1
THTR 230 or 212	3	Theater Elective	3
General Education Requirement	3	General Education Requirements	6
General Electives	<u>9</u>	General Electives	<u>6</u>
	16		16
FOURTH YEAR			
THTR 499 or Theater Elective	3	THTR 499 or Theater Elective	3
General Education Requirement	3	General Electives	<u>11</u>
General Elective	<u>9</u>		14
	15		

The above is only one possible sequence, although THTR 101 should be taken in the first semester and THTR 499 must be taken in the final year. All other theater courses may be taken in any order.

* The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

Minor in Music

The following courses constitute a minor in music: MU 121, MU 212, 3 credits from MU 101-104, and 9 credits of approved music electives. Note: MU 111 does not apply.

Minor in Theater

The following courses constitute a minor in theater: THTR 101, THTR 130, THTR 201 or 301, THTR 211 or 212 or MU 314, 3 credits of THTR 299, and 6 credits of theater electives.

Minor in Visual Arts

The following courses constitute a minor in Visual Arts: VA 111, VA 121, VA 131, and 9 credits of approved visual arts electives.

Minor in Art History

For the non-major, the following constitutes a minor in art history: 18 credits; ARTH 101, 102, 103, and three additional art history courses, two of which must be at the 300 level.

Minor in Combined Visual Arts and Art History

The minor in the combined Visual Arts and Art History track requires select courses from both the Visual Arts and Art History minors.

MULTIDISCIPLINARY PROGRAMS

In the arts and humanities, multidisciplinary programs concern themselves with the human experience. As the name implies, multidisciplinary programs draw courses and faculty expertise from several traditional subject areas, and use this broad based knowledge to investigate the human condition.

In the sciences, the multidisciplinary approach is a result of the natural evolution of the sciences — the closer one looks at systems, the more difficult it becomes to parcel items off to a traditional subject matter.

These programs are excellent preparations for life after college because it is becoming more frequent for individuals to view a problem or issue from the vantage points of several different disciplines.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOINFORMATICS

Program Director: Joel Benington, Ph.D.

The program in Bioinformatics is designed to provide the student with the background necessary to enter graduate study in this growing field at the interface of computer science, biology and mathematics. The core requirements furnish background in each of these areas while later flexibility in the program will allow the student to emphasize one or the other of these subject areas. The major is appropriate to those not only thinking of entering bioinformatics, but also for those preparing for careers in medicine and pharmacology since these fields are increasingly informed by bioinformatics.

REQUIREMENTS

	<i>Credits</i>	<i>Required Courses</i>
Biology	22	BIO 105, 106, 291, 371, 466, 494
Chemistry	12	CHEM/CHML 101, 102, 301
Computer Science	11	CS/CSL 131, 132, CS 333
Physics	8	PHY/PHYL 103, 104
Mathematics	20	MATH 151, 152, 207, 208, 322, 323
BIF Electives*	6-8	
BIF 401	1	
Foreign Language**	3	
General Education Requirements	37	
Total	120-122	

*Six to eight hours selected from: BIO 321, BIO 390, CS 243, CS 332, CHEM/CHML 302, CHEM/CHML 401, CHEM 470, MATH 241, MATH 431.

**The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

Outlined below are two suggested yearly plans of study: one for students who want a Bioinformatics degree with an emphasis in biology, and one for those seeking a degree with an emphasis in math and computer science.

SUGGESTED PLAN OF STUDIES FOR BIOINFORMATICS MAJORS WITH A BIOLOGY EMPHASIS

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
BIO 105	4	BIO 106	4
ENG 101	3	CHEM 102 – CHML 102	4
CHEM 101 – CHML 101	4	CS 132	4
CS 131	4	Foreign Language 202	3
SBU 101	<u>2</u>	SBU 102	<u>1</u>
	17		16
SECOND YEAR			
BIO 291	3	MATH 207	3
CHEM 301 – CHML 301	4	MATH 152	4
MATH 151	4	General Education Requirement	3
ENG 102	<u>3</u>	PHIL 104	<u>3</u>
	14		13
THIRD YEAR			
BIO 371	4	CS 333	3
MATH 208	3	BIO 494	3
PHYS 103 – PHYL 103	4	PHYS 104 – PHYL 104	4
General Education Requirement	<u>3</u>	General Education Requirements	<u>6</u>
	14		16
FOURTH YEAR			
MATH 322	3	MATH 323	3
Bioinformatics Elective	3	Bioinformatics Elective	3
General Education Requirements	6	BIF 401	1
General Elective***	<u>3</u>	BIO 466	4
	15	General Elective***	<u>4</u>
			15

***When a General Education requirement also fulfills a major requirement, General Elective credits are needed to reach the required 120 credits.

SUGGESTED PLAN OF STUDIES FOR BIOINFORMATICS MAJORS WITH A MATH/COMPUTER SCIENCE EMPHASIS

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
MATH 151	4	MATH 207	3
ENG 101	3	CHEM102 – CHML 102	4
CHEM 101 – CHML 101	4	CS 132	4
CS 131	4	Foreign Language 202	3
SBU 101	<u>2</u>	SBU 101	<u>1</u>
	17		15
SECOND YEAR			
BIO 105	3	BIO 106	4
CHEM 301 – CHML 301	4	CS 333	4
MATH 208	4	MATH 152	4
ENG 102	3	PHIL 104	<u>3</u>
General Education Requirement	<u>3</u>		15
	17		
THIRD YEAR			
BIO 291	3	BIO 494	3
MATH 322	3	MATH 323	3
PHYS 103 – PHYL 103	4	PHYS 104 – PHYL 104	4
General Education Requirements	<u>6</u>	General Education Requirement	<u>3</u>
	16		13
FOURTH YEAR			
BIO 371	4	BIF 401	1
Bioinformatics Elective	3	Bioinformatics Elective	3
General Education Requirements	<u>6</u>	BIO 466	4
	13	General Electives***	<u>6</u>
			14

***When a General Education requirement also fulfills a major requirement, General Elective credits are needed to reach the required 120 credits.

BACHELOR OF ARTS WITH A MAJOR IN ENVIRONMENTAL STUDIES

Program Director: Theodore Georgian, Ph.D.

Committee

P. Brawdy, Ph.D.	L. Matz, Ph.D.	R. Woodruff, Ph.D.
J. Lambert, Ph.D.	D. Mayeaux, Ph.D.	K. Zawicki, Ph.D.
D. Levine, Ph.D.	J. Pientka, Ph.D.	
J. Mahar, Ph.D.	D. Wilkins, Ph.D.	

Environmental Studies is an interdisciplinary, academic field, and also a field of practical endeavor. Both fields address key interrelated social, scientific, political and ethical issues. Environmental Studies educate students in the reciprocal interactions between humans, nature, and the built environment. The major encompasses and integrates study in three core areas: basic principles of ecology and environmental sciences; environmental ethics and aesthetics; and environmental social science and policy. As part of the degree requirements, students choose a concentration in one of these three areas.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Foundation Courses	10	Capstone Project: ENV 401	3
ENV 101, PHSC/PHSL 101, BIO 112		Language Requirement***	3
Primary Concentration (3 Courses)*	9-11	General Education Requirements	37
Internship: ENV 232	3	Electives	<u>44-46</u>
Two Additional Concentration Courses**	6	Total	120
Seminar: ENV 328	3		

*Primary Concentration options.

**Two additional concentration level courses, selected from outside the primary concentration area.

***The foreign language must be taken at the 202 level or higher.

MINOR

The minor in Environmental Studies is designed to allow students from a wide range of academic programs to view their major from a perspective of environmental sustainability and add a component of environmental expertise to their final degree.

Fulfillment of the minor will require a minimum of 18 credits (up to 21 if three laboratory courses are taken in the area of concentration). The minor will consist of (1) ENV 101; (2) either BIO 112 or PHSC 101; (3) three courses from the list of approved concentration courses in the ENV major, chosen in consultation with the ENV minor advisor; and (4) ENV 328. Note that all three concentration courses may be taken for credit in the students' major as well.

*Concentration: Choose 3 approved courses in one of the following areas:	
Ethics and Aesthetics Concentration	
ENG 220	Early American Literature
ENG 340	Romantic Poetry I
ENG 341	Romantic Poetry II
ENG 375	The American Novel to 1865
JMC 2xx	Space and Time in Writing
PHED 309A	Adventure Education
PHIL 332	Social and Economic Justice
PHIL 341	Environmental Ethics
THEO 399	Catholic Franciscan Environmental Teachings
ENV 242EA	Student Designed Course (Independent Study)
Natural Science Concentration	
BIO 110	Plants and Human Culture
BIO/BIOL 210	Plant Biology
BIO/BIOL 341	Ecology <i>(this course has a prerequisite)</i>
BIO/BIOL 403	Freshwater Ecosystems <i>(this course has a prerequisite)</i>
CHEM/CHML 201	Analytical Chemistry <i>(this course has a prerequisite)</i>
CHEM/CHML 301	Organic Chemistry <i>(this course has a prerequisite)</i>
PHSC 115	Alternative Energy Sources
PSYC 315	Animal Behavior
PSYC 382	Sustainable Behavior
ENV 242NS	Student Designed Course (Independent Study)
Social Science and Policy Concentration	
ECO 308	Environmental Economics
ENV 310	Environmental Regulations and Policies
ENV 320	Environmental Law and Policy
JMC 2xx	Media Literacy, Public Opinion and the Environment
MSC 499S	Sustainable Entrepreneurship
POL 315	Environmental Politics
ENV 242SP	Student Designed Course (Independent Study)

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENV 101	3	Concentration Course	3
ENG 101	3	ENG 102	3
SBU 101	2	MATH 107	3
PHSC/PHSL 101	4	General Education Requirement	3
BIO 112	<u>3</u>	General Elective	3
	15	SBU 101	<u>1</u>
			16
SECOND YEAR			
Concentration Course	3	Concentration Course	3
General Education Requirements	6	General Education Requirement	3
General Electives	<u>5</u>	General Electives	6
	14	Foreign Language (202 level)	<u>3</u>
			15
THIRD YEAR			
Concentration Courses	3	ENV 328	3
ENV 228	3	General Education Requirements	6
General Electives	6	General Electives	<u>6</u>
General Education Requirement	<u>3</u>		15
	15		
FOURTH YEAR			
Concentration Course	3	ENV 401	3
ENV 232	3	General Electives	6
General Electives	6	General Electives	<u>6</u>
General Electives	<u>3</u>		15
	15		

BACHELOR OF SCIENCE/BACHELOR OF ARTS WITH A MAJOR IN HEALTH AND SOCIETY

Program Director: Joel Benington, Ph.D.

The Health and Society majors combine coursework in Biology, Psychology, Sociology, and other disciplines, to give students an interdisciplinary perspective on human health, and the social and psychological ramifications of wellness, disease, and health care. Students completing a Health and Society major explore topics relating to healthcare from the perspective of the human body, the human mind, and human society. The division of electives into three areas ensures that students will have exposure to all three areas.

Health and Society majors who are interested in becoming physicians, and who are not already enrolled in a B.S./M.D. or B.S./D.O. degree program through the Franciscan Health Care Professions program, must apply to and be accepted by a medical school in the traditional manner. If you have questions about this, be sure to speak with the Director of the Health and Society Program, with your advisor, or with one of the university's Pre-Professional Advisors.

REQUIREMENTS FOR B.S. IN HEALTH AND SOCIETY

	<i>Credits</i>		<i>Credits</i>
BIO/BIOL 105 & 106	8	Three (3) SOCIETY Electives*	9
BIO/BIOL 331 & 332	8	Statistics**	3-8
CHEM/CHML 101 & 102	8	Foreign Language Requirement***	3
CHEM/CHML 301	4	General Education Requirements	37
PSYC 101 & 102	6	HSOC 401 (Senior Seminar)	3
Two (2) BODY Electives	6-8	General Electives	<u>12-19</u>
Two (2) MIND Electives	6	Total	120

REQUIREMENTS FOR B.A. IN HEALTH AND SOCIETY

	<i>Credits</i>		<i>Credits</i>
BIO/BIOL 101 or BIO/BIOL 105 & 106	4-8	Statistics**	3-8
BIO/BIOL 211 & 212	8	Foreign Language Requirement***	3
PSYC 101 & 102	6	General Education Requirements	37
Two (2) BODY Electives	6-8	HSOC 401 (Senior Seminar)	3
Two (2) MIND Electives	6	General Electives	<u>21-32</u>
Four (4) SOCIETY Electives*	12	Total	120

* At least one course must be taken in at least two different departments

**This requirement can be fulfilled with MATH 107, MATH 117, QMX 211, PSYC 201, or PSYC 202

***The foreign language must be at the level of 202 or higher

The electives in the Health and Society major are grouped in three areas: Body, Mind, and Society. Students are required to take a minimum number of electives in each area, to ensure that they have an interdisciplinary background in ideas and issues relating to health care in modern society. Following are lists of electives in each area. New courses relevant to health and society may be offered from time to time, often as Special Topics courses in different departments and programs. Such courses may fulfill Health and Society elective requirements with the approval on the Director of the Health and Society Program and relevant academic administrators.

Health and Society Area Electives:	
BODY	
BIO 291	Genetics*
BIO 292	Cell Biology*
BIO 321	Microbiology*
BIO/BIOL 350	Neurobiology*
BIO/BIOL 371	Biochemistry**
BIO/BIOL 472	Immunology**
HS 309	Nutrition
HS 312	Bio-Kinesiology
HS 314	Exercise Physiology**
PSYC 343	Physiological Psychology
MIND	
PSYC 215	Maladaptive Behavior
PSYC 224	Psychology of Adolescence
PSYC 225	Psychology of Adult Development and Aging
PSYC 232	Psychological Well-Being
PSYC 312	Child Development
PSYC 316	Human Sexuality
PSYC 330	Health Psychology
PSYC 422	Cognition
PSYC 469	Introduction to Clinical Methods in Human Services
EDUC 210	Human Development and Learning
EDUC 250	Adolescent Development and Learning
SOCIETY	
ECO 498C	Economics of Healthcare**
JMC 426	Health Communications**
PHIL 335	Philosophy of Science and Medicine
PHIL 338	Medical Ethics
PHIL 345	Values at the End of Life
POL 351	Politics of Social Policy
SOC 205	Sociology of Inequality
SOC 320	Social Psychology OF Addictions
SOC 402	Family Violence
SOC 408	Health and Illness
THEO 348	Health Care Ethics: Faith and the Human Life Cycle

*The prerequisite for this course is BIO/BIOL 105 & 106

**This course has one or more prerequisites that are not required courses in the Health and Society major. Students who want to take this course for their Health and Society major will first have to take the prerequisites course(s).

Pre-Medical Track In the B.S. Health and Society major: The pre-medical track is specifically designed for students interested in applying to M.D. or D.O. medical programs. To complete this track, students must also take the following courses: CHEM.CHML 302 (Organic Chemistry II), PHYS/PHYL 103 (General Physics I), PHYS/PHYL 104 (General Physics II). Together with the courses required for completion of the B.S. in Health and Society, these additional courses will fulfill the prerequisite requirements of most medical schools. Students interested in medical school should also work with their academic advisors in selecting Health and Society electives.

Students interested in health professions graduate programs other than medical school should work with their academic advisor to make sure they have completed the prerequisite courses required for their graduate program of interest. This may include courses not required for the Health and Society major itself.

SUGGESTED COURSE SEQUENCE FOR BACHELOR OF SCIENCE WITH A MAJOR IN HEALTH AND SOCIETY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
BIO/BIOL 105	4	BIO/BIOL 106	4
ENG 101	3	ENG 102	3
SBU 101	2	PSYC 102	3
PSYC 101	3	Foreign Language (202 level)	3
General Education Requirement	<u>3</u>	MATH 107/117	3
	15	SBU 101	<u>1</u>
			17
SECOND YEAR			
CHEM/CHML 101	4	CHEM/CHML 102	4
Health & Society Elective (HSOC)	3	Health & Society Elective (HSOC)	3
General Education Requirements	3	General Education Requirement	3
General Education Requirements	3	General Elective	<u>3</u>
General Elective	<u>3</u>		15
	16		
THIRD YEAR			
CHEM/CHML 301	4	Health & Society Elective (HSOC)	3
Health & Society Elective (HSOC)	3	Health & Society Elective (HSOC)	3
General Education Requirement	3	Health & Society Elective (HSOC)	3
General Elective	3	General Education Requirement	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	16		15
FOURTH YEAR			
BIO/BIOL 331	4	BIO/BIOL 332	4
Health & Society Elective (HSOC)	3	HSOC 401	3
General Elective	3	General Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	13		13

SUGGESTED COURSE SEQUENCE FOR BACHELOR OF ARTS WITH A MAJOR IN HEALTH AND SOCIETY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
BIO/BIOL 101	4	MATH 107/117	3
ENG 101	3	ENG 102	3
SBU 101	2	PSYC 102	3
PSYC 101	3	Foreign Language (202 level)	3
General Education Requirement	<u>3</u>	SBU 101	1
	15	General Elective	<u>3</u>
			16
SECOND YEAR			
BIO/BIOL 211	4	BIO/BIOL 212	4
Health & Society Elective (HSOC)	3	Health & Society Elective (HSOC)	3
General Education Requirements	3	General Education Requirement	3
General Education Requirements	3	General Elective	<u>3</u>
General Elective	<u>3</u>		13
	16		
THIRD YEAR			
Health & Society Elective (HSOC)	3	Health & Society Elective (HSOC)	3
Health & Society Elective (HSOC)	3	Health & Society Elective (HSOC)	3
General Education Requirement	3	General Education Requirement	3
General Elective	3	General Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
Health & Society Elective (HSOC)	3	HSOC 401	3
Health & Society Elective (HSOC)	3	General Elective	3
General Elective	3	General Elective	3
General Elective	3	General Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15

BACHELOR OF ARTS WITH A MAJOR IN INTERNATIONAL STUDIES

Program Director: Mary Rose Kubal, Ph.D.

Committee

M. Calabria, Ph.D.
C. Dubreuil, Ph.D.

G. Imhoff, Ph.D.
M. Kubal, Ph.D.

I. Zabad, Ph.D.

International Studies is an interdisciplinary program that addresses the principal issues confronting today's globalizing world, drawing ideas, faculty and courses from a wide range of disciplines. Majors choose a primary and secondary concentration that will allow them to become familiar with global issues and problems related to culture and the arts, politics and society, international relations, and global political economy. To further this knowledge and help develop language skills, students will be encouraged to study and/or engage in service abroad. International Studies prepares students for careers in international organizations, internationally focused government and news agencies, non-profits, schools and businesses.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
International Studies*	18	Language Requirement**	3
Primary Concentration	12	General Education Requirements	37
Secondary Concentration	9	General Electives	<u>41</u>
		Total	120

*Required courses are IS 101, IS 201, IS 202, IS 300, IS 350, and IS 491.

**The foreign language must be taken at the 202 level or higher.

INTERNATIONAL STUDIES CONCENTRATION REQUIREMENTS

1. Students will choose a primary concentration from the following list that will include the required "core" course (3 credits) and three elective courses (9 credits) chosen from the list. The courses must come from at least two different disciplines.
2. Students will choose a secondary concentration from the following list that will include the required "core" course (3 credits) and two elective courses (6 credits) chosen from the list. The courses must come from at least two different disciplines.

Global Culture and the Arts

Core Course: ML 300 Introduction to Inter Cultural Communication

Elective Courses: ARTH 101 Survey of Western Art I; ARTH 102 Survey of Western Art II; ARTH 103 Survey of Non-Western Art; ARTH 231 Japanese Woodblock Prints; ARTH 232 Japanese Film; ARTH 234 Art of the Northwest Coast; ARTH 323 Women Artists, Then and Now; ARTH 330 Asian Art; ARTH 331 Japanese Art & Culture; ARTH 332 Native American Art; ARTH 333 Islamic Art & Architecture; ENG 203 English Literature I; ENG 204 English Literature II; ENG 213 Popular Literature; ENG 220 American Literature I; ENG 221 American Literature II; ENG 377 Women in Literature; ENG 379 African American Literature; ENG 380 World Literature; MU 314 History of Musical Theater; MU 315 World Music; SPAN 305 Latin American Culture & Civilization*; SPAN 307 Latin American Culture & Civilization II*; SPAN 309 Spanish Civilization & Culture*; SPAN 324 Latin American Literature In Translation*; SPAN 407 Survey of Latin American Literature I*; SPAN 408 Survey of Latin American Literature II*; SPAN 419 Contemporary Hispanic Literature & Film*; THTR 101 Introduction to Theater; THTR 211 History of American Theater; THTR 212 History of European Theater; WS 325/SPAN 325 Hispanic Women Writers

Global Politics and Society

Core Course: POLS 203 Comparative Political Systems

Elective Courses: HIST 102 Europe since 1815; HIST 202 The US since 1865; HIST 325 Modern Britain and Ireland; HIST 359 US In the World; HIST 361 World History Since 1450; HIST 362 Imperial China to 1800; HIST 363 Modern China; HIST 364 Modern Japan; HIST 365 History of the Modern Middle East; HIST 401 Colonial American History; HIST 407/408 Twentieth Century America; HIST 418 African American History; POLS 355 Latin American Politics; POLS 356 Latin American & the United States; POLS 396 Politics of the Middle East; POLS 397 Policing in the Americas; SOC 314 Sociology of Religion; SOC 401 Marriage & The Family; SOC 408 Health & Illness; SOC 413 Minorities in the United States; THEO 200 Comparative Religion; THEO 203 Islam: Religion & Culture; THEO 307 Christian-Muslim Relations; THEO 345 Catholic Social Thought; WS 330 Women of the Ancient & Modern Middle East

Global Political Economy

Core Course: POLS 330 International Political Economy

Elective Courses: BLX 402 Legal Environment of International Business; ECO 101 Microeconomic Principles; ECO 102 Macroeconomic Principles; MKT 405 International Marketing*; MGT 310 International Management*; PHIL 331 The Philosophy of Economics; POLS 435 Politics of Developing Areas; SC 302 Global Marketing and Communication*

International Peace and Security

Core Course: POLS 103 International Relations

Elective Courses: HIST 475 World War II; NV 101 Introduction to Nonviolence and Conflict Resolution; NV 102 Violence: Its Causes and Effects; NV 301 The Philosophy of Nonviolence; NV 303 Justice and Peace in the Franciscan Tradition; NV 358 Philosophy of Gandhi; POLS 104 Model United Nations; POLS 320 American Foreign Policy; POLS 398 Terrorism and Political Violence; POLS 399 International Security; PSYC 370 Psychology of Terrorism*; THEO 327 Religion and Terrorism

**See course descriptions in back of catalog for prerequisites.*

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
IS 101	3	SBU 102	1
ENG 101	3	ENGL 102	3
Foreign Language*	3	Foreign Language*	3
SBU 101	2	IS-Primary Concentration Option	3
IS-Primary Concentration Option	<u>3</u>	IS-Secondary Concentration Option	3
	14	General Education Requirement	<u>3</u>
			16
SECOND YEAR			
Natural Science w/Lab Distribution	4	Quantitative Literacy Distribution	3
IS 201	3	Foreign Language 202*	3
Foreign Language*	3	IS- Secondary Concentration Course	3
IS-Primary Concentration Option	3	IS 202	3
General Elective	<u>3</u>	General Education Requirement	<u>3</u>
	16		15
THIRD YEAR			
IS- Primary Concentration Option	3	IS- Secondary Concentration Option	3
General Elective	3	IS 300	3
IS 350	3	General Education Requirements	6
General Education Requirements	<u>6</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
General Education Requirement	3	IS 491	3
General Electives	<u>12</u>	General Electives	<u>11</u>
	15		14

* The foreign language must be taken at the 202 level or higher and must align with the student's World Regional Concentration.

MINOR IN INTERNATIONAL STUDIES

For non-majors, the following 21 credits constitute a minor in International Studies: IS 101, IS 201 and IS 350; one (12 credit) concentration chosen from the list of major concentrations.

BACHELOR OF ARTS WITH A MAJOR IN PROFESSIONAL AND CREATIVE WRITING

Program Director: Daniel Ellis, Ph.D.

Committee

D. Ellis, Ph.D.

L. Matz, Ph.D.

M. Walsh, Ph.D.

M. King, Ph.D.

P. Panzarella, Ph.D.

The major in Professional and Creative Writing provides students a broad foundation not only in the practices of writing in the modern world, but also in a critical approach to those practices. It offers students a focused and intensive education both in creative and professional writing pointed toward the twin aims of perfecting craft and understanding both the publication prowess and the process of joining and sustaining creative communities. Finally, the major will train students in the professional expectations of writing practices in a variety of media, always drawing on the creative impulses that have led students to the writing major in the first place. The result is an academic degree that has sharpened students' creative and professional writing abilities, giving them a sense of direction and purpose.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Major Core Requirements	15	Modern Language**	3
WRIT 101, JMC 110, JMC 111, SC 220, ENG 325		General Education Requirements	37
		General Electives	<u>44</u>
Major Area Content Requirements*	21	Total	120

***MAJOR AREA CONTENT REQUIREMENTS:**

Theory/Criticism		Credits
Take <u>one</u> of the following (3 credits total)		
ENG 275	Rhetorical Criticism and Theory	3
ENG 326	Digital Rhetoric	3
ENG 390	Literary Theory	3
ENG 391	Literary Criticism	3
Professional Writing		
Take <u>one</u> of the following (3 credits total)		
ENG 250	Advanced Oral and Written Communication	3
SC 301	Strategic Writing & Professional Communication	3
ENG 260	Advanced Composition: Business	3
JMC 315	Persuasive Writing and Rhetoric	3
Creative Writing		
Take <u>two</u> of the following (6 credits total)		
ENG 270	Creative Writing: Narrative	3
ENG 271	Creative Writing: Poetry	3
ENG 272	Creative Writing: Drama	3
JMC 318	Creative Writing: Creative Nonfiction	3
Take <u>one</u> of the following (3 credits total)		
ENG 350	Advanced Creative Writing: Narrative (pre-req ENG 270)	3
ENG 351	Advanced Creative Writing: Poetry (pre-req ENG 271)	3
JMC 418	Advanced Creative Writing: Creative Nonfiction (pre-req JMC 318)	3
Capstone Experience		
Take both (6 credits total)		
*WRIT 400	Senior Workshop	3
*WRIT 499	The Writers Project/Internship	3

**The modern language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language that will count as general electives.

MATH 107 is recommended to fulfill the General Education Quantitative Literacy Distribution

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
WRIT 101	3	JMC 111	3
JMC 110	3	ENG 102	3
ENG 101	3	SBU 101	1
SBU 101	2	General Education Requirement	6
Foreign Language 101/General Elective	<u>3</u>	Foreign Language 102/General Elective	<u>3</u>
	14		16
SECOND YEAR			
Creative Writing Elective	3	Professional Writing Elective	3
SC 220	3	ENG 325	3
Foreign Language 101/General Elective	3	General Education Requirement	3
General Education Requirement	3	Foreign Language 202	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15
THIRD YEAR			
Creative Writing Elective	3	Professional Writing Elective	3
Theory/Criticism Elective	3	General Education Requirement	3
General Education Requirement	3	General Education Requirement	3
General Education Requirement	3	General Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
WRIT 499	3	WRIT 400	3
General Education Requirement	4	General Electives	6
General Education Requirement	3	General Electives	<u>6</u>
General Electives	<u>5</u>		15
	15		

THE CENTER FOR NONVIOLENCE

Director: Barry L. Gan, Ph.D.

The Center for Nonviolence offers a unique academic program that emphasizes nonviolence as both a technique and a way of life. The core of the program is an education in the philosophy of nonviolence as conceived by such people as Gandhi and Martin Luther King Jr. But the program also allows students to explore in theory and in practice such pragmatic nonviolent techniques as mediation, arbitration, vegetarianism, nonviolent political action, international relations and social action.

Students may participate in the center in several ways: by taking individual course offerings through the center; by participating as volunteers in any programs sponsored by the center; by pursuing a minor in nonviolence through the center's course offerings; or by designing an interdepartmental major with a focus on nonviolence, utilizing the courses offered through the center.

REQUIREMENTS

Students wishing to design their own interdepartmental major that focuses on nonviolence should consult individually with the director of the center.

Students wishing to complete a minor in nonviolence must complete six courses, including (a) NV 101, NV 102, (b) any NV 200-level course, (c) NV 301, and (d) any other two courses from the Center for Nonviolence (see back of catalog) or cross-listed below from other departments or schools.

	<i>Credits</i>		<i>Credits</i>
School of Business		School of Arts & Sciences	
MGT 324 Labor Relations	3	POLS 103 Introduction to International Relations	3
		POLS 460 Nationalism and Ethnic Conflict	3
		PSYC 212 Social Psychology	3
		PSYC 313 Interpersonal Relations	3

BACHELOR OF ARTS WITH A MAJOR IN WOMEN'S STUDIES

Director: Alva V. Cellini, Ph.D.

Faculty

Fr. Michael Calabria, O.F.M, Ph.D	M. Kubal, Ph.D.	C. Stanley, Ph.D.
A. Cellini, Ph.D.	L. Matz, Ph.D.	D. Tate, Ph.D.
C. Dubreuil, Ph.D	K. Robbins, Ph.D.	K. Zawicki, Ph.D.
D. Kelly, Ph.D.		

The Women's Studies major is a comprehensive program incorporating disciplines and registered programs from all the schools at St. Bonaventure University. The curriculum instructs women and men in a life of courage, of learning supported by the development of critical minds and a disposition to serve the larger community. To achieve this, the program offers specialized courses in content and theory, and promotes projects designed to integrate the insights of women's and feminist scholarship into the general curriculum. Fundamentally, we hope to continue to guide our students toward seeing the world through the prism of gendered power.

Course work leading up to the Senior Seminar (WS 499) will concentrate on the following three goals:

- The study of women's issues
- The promotion of interdisciplinary research and critical thinking
- Questioning the exclusionary functions of existing knowledge

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
WS 101, 208, 375 and 499	12	Foreign Language*	3
WS 323 or 325 or 377	3	General Education Requirements	37
WS Electives	21	General Electives	44
		Total	120

*The foreign language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language.

COMPREHENSIVE NOTE

Every student may fulfill this requirement by taking WS 401: Colloquium in Women's Studies. This is an advanced seminar designed to explore contemporary issues in Women's Studies through discussions of relevant books, articles, films, other materials and completion of a research project.

MINOR

For non-majors, the following courses constitute a minor: Introduction to Women's Studies (WS 101), Colloquium in Women's Studies (WS 499), and 12 credits (four courses) from the rest of the Women's Studies offerings.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
WS 101	3	WS Elective	3
ENG 101	3	ENG 102	3
Language 101/General Elective	3	Language 102/General Elective	3
SBU 101	2	SBU 102	1
General Elective	<u>3</u>	FS/THEO 101	3
	14	General Elective	<u>3</u>
			16
SECOND YEAR			
PHIL 104	3	Social Sciences Distribution	3
WS Elective	3	WS Electives	6
Language 201/General Elective	3	Language 202	3
Literature & the VPA Distribution	3	General Elective	<u>3</u>
General Elective	<u>3</u>		15
	15		
THIRD YEAR			
Natural Science w/Lab Distribution	4	Franciscan Studies/Theology Distribution	3
WS Electives	6	WS Electives	6
Historical Studies Distribution	3	Quantitative Literacy Distribution	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	16		15
FOURTH YEAR			
WS Electives	6	WS 499	3
Philosophy Distribution	3	General Electives	6
General Electives	<u>6</u>	General Electives	<u>5</u>
	15		14

MULTIDISCIPLINARY MINORS

MINOR IN FRANCISCAN STUDIES

The minor in Franciscan Studies is an interdisciplinary program of courses exploring the fundamentals of the Franciscan tradition as seen through the lens of history, spirituality, ethics, theology, and philosophy. It is comprised of 6 courses (18 credit hours). Two courses (6 hours) are required: CLAR 207 and THEO 362. The remaining courses (12 hours) are to be drawn from a series of Franciscan-themed courses, for example: THEO 366, PHIL 342, PHIL 405, HIST 450, NV 303, VA 352, etc.

A student who completes the required and elective courses of this minor will have an exceptional understanding of the uniquely Franciscan view of the world and the difference that a Franciscan education at St. Bonaventure University can make.

MINOR IN LAW AND SOCIETY

The Law and Society minor involves students in the multi-disciplinary study of law and society, focusing on the interaction of law and legal institutions with social, economics, and political systems.

Students will examine the historical, philosophical, sociological, and political foundations of law and the social forces influencing law and society. The Law and Society minor is designed to help students gain an understanding of the role of law in society, approaching questions from a multi-disciplinary perspective.

REQUIREMENTS

Fulfillment of the minor will require completion of 21 credit hours of course work. Students may count a total of 6 credit hours used for their major toward the requirements for the Law and Society minor.

Required Courses	Credits			Credits
POLS 102 American Government	3			
PHIL 312 Symbolic Logic	3			
POLS 204 Political Thought or PHIL 325. Philosophy of Law*	3			
ECO 101 Microeconomics or ECO 102 Macroeconomics	<u>3</u>			
	12			

**Political Science majors must take PHIL 325 and Philosophy majors must take POLS 204. All other majors may choose between POLS 204 and PHIL 325.*

Nine credits of approved electives are required for the minor. Please see the Law and Society minor declaration form for specific details. It is available from your academic adviser. Students whose overall GPA is below a 3.0 GPA upon graduation will not receive credit for the minor, i.e., will not have completion of the minor acknowledged on their transcript.

PREPARATION FOR THE PROFESSIONS

St. Bonaventure University recognizes the needs for entrance into certain professional fields and permits the student's preparation to meet these needs. These fields may include:

Applied Psychology
Business Administration
Dentistry

Engineering
Law
Medicine

Osteopathy
Pharmacy
Veterinary Medicine

Upon selecting a course of study, the student, in consultation with an adviser, should determine the specific requirements of the graduate or professional school the student plans to attend in order to assure proper preparation for admission to the elected school. The student is advised to elect a desired major, while assuring that the specific requirements of the graduate or professional school are met.

FRANCISCAN HEALTH CARE PROFESSIONS

Dual-Admission and Early Assurance options

Program Director: Monica Thomas, Ph.D.

Exceptional high school seniors seeking careers in health care can enter St. Bonaventure with a provisional admission and provisional seat at one of eight graduate schools in the health professions: George Washington University School of Medicine, SUNY-Upstate College of Medicine, LECOM College of Medicine, LECOM School of Pharmacy, LECOM School of Dental Medicine, UB School of Dental Medicine, Daemen College Department of Physical Therapy, University at Buffalo School of Pharmacy and Pharmaceutical Sciences, and St. Francis University Department of Physical Therapy. The process begins with an application to St. Bonaventure University in the fall of the senior year of high school.

Students enrolled at St. Bonaventure have the opportunity to apply to some of these programs as Early Assurance applicants through their sophomore year.

SCHOOL OF BUSINESS

Dean: Matrecia James, Ph.D.

Assistant Dean: Mary Coombs, M.S.

Program Director, Master of Business Administration: Brian C. McAllister, M.B.A, CPA

Administrative Assistant: Jenifer Spencer

***“The St. Bonaventure University School of Business
Develops Responsible Leaders for the Greater Good and the Bottom Line.”***

School of Business Vision

The St. Bonaventure University School of Business seeks to be recognized as the premier Franciscan business school.

School of Business Mission

Our school is inspired by educational excellence in the Catholic Franciscan tradition to develop, for the increasingly complex world of business, critical and ethical thinkers who value discovery, community, belief in the goodness of life and the God-given worth of every individual. We focus on excellence in business education, applied scholarship, and impactful engagements with the regional, national, and global communities in which we live.

School of Business Values & Principles

In fulfilling our mission, we are guided by our Catholic faith and ever mindful of our Franciscan values, such as individual worth, concern for and service to others, pursuing knowledge for the contemplation, love, respect, joy, peace, and compassionate service. Our community of learners offers opportunities for broad and deep reflection about how business should operate more responsibly in an increasingly complex and integrated world – and how to lead in that role.

As such, we challenge ourselves daily to integrate the following three principles:

1. **Educate each student to meet the challenges of a dynamic global business environment.**
2. **Improve the education of our students by pursuing scholarship and fostering a culture of discovery.**
3. **Manifest our values through lives that include committed citizenship and impactful community service and engagement.**

SCHOOL OF BUSINESS ACADEMIC POLICIES AND PROCEDURES

All St. Bonaventure University academic policies are applicable to students enrolled in the School of Business. Additionally, the following academic policies are applicable specifically to students who intend to major in any area of business:

- Transfer students must complete one-half of the major requirements as well as a minimum of 45 credits at St. Bonaventure University.
- Students not enrolled in a School of Business major are limited to a maximum total of 30 credit hours of business courses.

DEPARTMENT OF ACCOUNTING

Department Chair: C. Joseph Coate, Ph.D., CPA

Faculty

C. J. Coate, Ph.D., CPA	L. Hudack, Ph.D., CPA	B. McAllister, M.B.A., CPA
C. Fischer, Ph.D., CPA	M. Kasperski, M.B.A., CPA	
M. Fischer, Ph.D., CPA	D. King, M.B.A., CPA	

BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN ACCOUNTING

The program in accounting provides students with a course of study designed to qualify them for careers in either public accounting, private accounting, or financial management. The accounting BBA prepares students to work in a variety of accounting and business fields, tailored to their individual interests.

REQUIREMENTS

Accounting Courses Required for the Major		Credits
ACCT 305	Accounting Information Systems	3
ACCT 308	Advanced Managerial Accounting	3
ACCT 310	Introduction to Taxation	3
ACCT 361, 362	Intermediate Financial Reporting I & II	6
BI-301A	Accounting Internship	3
ACCT electives**	Accounting Electives	<u>12</u>
Total		30
School of Business Required Courses		
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BIS 310	Business Information Systems	3
BLX 210	Business Law I	3
FIN 301	Corporation Finance	3
MGT 301	Management and Organizational Behavior	3
MGT 306	Production and Operations Management	3
MGT 413	Business Policy	3
MKT 301	Principles of Marketing	3
QMX 212	Statistical Applications for Business	<u>3</u>
Total		30
Non-Business Requirements		
General Education	General Education Requirements	37
ECO 101	Microeconomic Principles	3
ECO 102	Macroeconomic Principles	3
MATH 121*	Finite Mathematics for Management & Social Sciences (<i>Gen. Ed.</i>)	X
MATH 122*	Calculus for Management & Social Sciences	3
QMX 211	Introduction to Statistics	3
Technology and Communications		
IT 220	Data Crunching in Business	3
Business Communications***	***	3
Non-business Elective		<u>5</u>
Total		60
Total		120

PLAN OF STUDIES

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
FS/THEO 101	3	MATH 122*	3
MATH 121*	3	ECO 101	3
ENG 101	3	ENG 102	3
ACCT 201	3	ACCT 202	3
SBU 101	<u>2</u>	IT 220	3
	14	SBU 102	<u>1</u>
			16
SECOND YEAR			
ECO 102	3	FIN 301	3
QMX 211	3	QMX 212	3
ACCT 305	3	ACCT 308	3
General Education Requirement	3	BIS 310	3
MKT 301/MGT 301	<u>3</u>	MKT 301/MGT 301	<u>3</u>
	15		15
THIRD YEAR			
ACCT 361	3	ACCT 362	3
ACCT 310	3	Non-business Elective	3
Business Communications***	3	ACCT Elective** (ACCT 404)	3
General Education Requirement	3	General Education Requirement	3
General Education Requirement	<u>3</u>	MGT 306	<u>3</u>
	15		15
FOURTH YEAR			
ACCT elective**	3	BI-301A	3
ACCT elective**	3	ACCT elective**	3
BLX 210	3	MGT 413	3
General Education Requirement	3	General Education Requirement	3
General Education Requirement	<u>4</u>	Non-business Elective	<u>2</u>
	16		14

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

**Students planning to pursue the Professional Accountancy (150 hour CPA) track in the MBA program must take: ACCT 401, ACCT 404, ACCT 405, and one additional elective from the following list. Students pursuing the BBA (not the Professional Accountancy track in the MBA) may select 12 credits of ACCT electives from ACCT 401, ACCT 402, ACCT 403, ACCT 404, ACCT 405, ACCT 420, ACCT 498, ACCT 499, BLX 211, BLX 402, BIS 335, BIS 420, FIN 312, FIN 321, FIN 401, FIN 402, FIN 410, FIN 421, FIN 422, FIN 461, MGT 322, MGT 330, MGT 422, MGT 430, and MGT 431. ACCT electives must be approved by the student's adviser and must include at least two courses with a prefix of ACCT.

***Students must complete 3 credit hours of business communications coursework. Students may select from ENG 230, ENG 250, ENG 260, SC 301 or a course approved by the chair of the department of Accounting.

DEPARTMENT OF FINANCE

Department Chair: D. Mark Wilson, Ph.D.

Faculty

G. Bootheway, M.A.

J. Mahar, Ph.D.

D. Wilson, Ph.

M. Gallagher, Ph.D.

T. Moe, Ph.D.

BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN FINANCE

The program in finance provides a balance between economic theory and accounting with concentration and emphasis on the monetary system and its relationship to the firm and financial management.

REQUIREMENTS

Finance Courses Required for the Major		Credits
FIN 312	Econometrics for Finance	3
FIN 321	Money and Banking	3
FIN 322	Financial Institutions and Markets	3
FIN 401	Advanced Corporation Finance	3
FIN 402	Problems in Finance	3
FIN 421	Investments	3
ACCT 361	Intermediate Financial Reporting I	3
Finance electives**	Finance Electives	<u>6</u>
	Total	27
School of Business Required Courses		
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BIS 310	Business Information Systems	3
BLX 210	Business Law I	3
FIN 301	Corporation Finance	3
MKT 301	Principles of Marketing	3
MGT 301	Management and Organizational Behavior	3
MGT 306	Production and Operations Management	3
MGT 413	Business Policy	3
QMX 212	Statistical Applications for Business	<u>3</u>
	Total	30
Non-Business Requirements		
General Education	General Education Requirements	37
ECO 101	Microeconomic Principles	3
ECO 102	Macroeconomic Principles	3
MATH 121*	Finite Mathematics for Management & Social Sciences (<i>Gen. Ed.</i>)	X
MATH 122*	Calculus for Management & Social Sciences	3
QMX 211	Introduction to Statistics	3
IT 220	Data Crunching in Business	3
Non-business elective		<u>8</u>
		60
General Electives		<u>3</u>
	Total	120

PLAN OF STUDIES

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
FS/THEO 101	3	MATH 122*	3
MATH 121*	3	ECO 101	3
ENG 101	3	ENG 102	3
ACCT 201	3	ACCT 202	3
SBU 101	<u>2</u>	IT 120	3
	14	SBU 102	<u>1</u>
			16
SECOND YEAR			
ECO 102	3	MKT 301/MGT 301/FIN 301	3
QMX 211	3	MKT 301/MGT 301/FIN 301	3
General Education Requirement	3	QMX 212	3
General Education Requirement	3	BIS 310	3
MKT 301/MGT 301/FIN 301	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
THIRD YEAR			
FIN 312	3	FIN 322	3
FIN 321	3	FIN 421	3
MGT 306	3	BLX 210	3
ACCT 361	3	Non-business Elective	3
General Education Requirement	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
FOURTH YEAR			
FIN 401	3	FIN 402	3
FIN Elective**	3	FIN Elective**	3
Non-business Elective	3	MGT 413	3
General Education Requirement	4	General Elective	3
Non-business Elective	<u>2</u>	General Education Requirement	<u>3</u>
	15		15

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** FINANCE MAJOR ELECTIVES: Two courses or at least six credit hours required among: FIN 333, FIN 410, FIN 420, FIN 422, FIN 461, FIN 498, FIN 499, ACCT 308, ACCT 362, ACCT 420, ECO 313, ECO 314

DEPARTMENT OF MANAGEMENT

Department Chair: Todd S. Palmer, Ph.D.

Faculty

C. Case, Ph.D.	E. Mattern, J.D.	C. Wittmeyer, Ed.D.
M. Jahad, Ph.D.	T. Palmer, Ph.D.	
M. James, Ph.D.	J. Stevens, M.A.	

BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN MANAGEMENT

The program in management provides students the opportunity to develop either a behavioral or quantitative emphasis in the areas of general management. Those desiring the quantitative emphasis are also provided the opportunity to minor in quantitative methods.

REQUIREMENTS

Management Courses Required for the Major		Credits
MGT 310	International Management	3
MGT 322	Introduction to Management Science	3
BIS 420	Information and Decision Support Systems	3
BI 302A	Management Internship	3
Management Electives**	Management Electives	<u>9</u>
	Total	21
School of Business Required Courses		
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BIS 310	Business Information Systems	3
BLX 210	Business Law I	3
FIN 301	Corporation Finance	3
MGT 301	Management and Organizational Behavior	3
MGT 306	Production and Operations Management	3
MGT 413	Business Policy	3
MKT 301	Principles of Marketing	3
QMX 212	Statistical Applications for Business	<u>3</u>
	Total	30
Non-Business Requirements		
General Education	General Education Requirements	37
ECO 101	Microeconomic Principles	3
ECO 102	Macroeconomic Principles	3
MATH 121*	Finite Mathematics for Management & Social Sciences (<i>Gen. Ed.</i>)	X
MATH 122*	Calculus for Management & Social Sciences	3
QMX 211	Introduction to Statistics	3
IT 220	Data Crunching in Business	3
Non-business elective		<u>8</u>
		60
General Electives		<u>9</u>
	Total	120

PLAN OF STUDIES

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
FS/THEO 101	3	MATH 122*	3
MATH 121*	3	ECO 101	3
ENG 101	3	ENG 102	3
ACCT 201	3	ACCT 202	3
SBU 101	<u>2</u>	IT 220	3
	14	SBU 102	<u>1</u>
			16
SECOND YEAR			
ECO 102	3	MKT 301/MGT 301/FIN 301	3
QMX 211	3	MKT 301/MGT 301/FIN 301	3
General Education Requirement	3	QMX 212	3
General Education Requirement	3	BIS 310	3
MKT 301/MGT 301/FIN 301	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
THIRD YEAR			
MGT 322	3	MGT 306	3
MGT Elective	3	MGT 310	3
BLX 210	3	Non-business Elective	3
Non-business Elective	3	General Education Requirement	3
General Education Requirement	<u>3</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
BI 302A	3	BIS 420	3
MGT 413	3	MGT Elective**	3
MGT Elective	3	General Elective	3
General Education Requirement	4	General Elective	3
Non-business Elective	<u>2</u>	General Education Requirement	<u>3</u>
	15		15

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** Management Major Electives: Two courses or at least six credits required among: BIS 320, BIS 335, MGT 324, MGT 329, MGT 330, MGT 401, MGT 402, MGT 416, MGT 419, MGT 422, MGT 430, MGT 431, MGT 432, MGT 498, MGT 499, or BI 302B. Three additional credits required from any of the MGT electives above or ACCT 305, ACCT 308, ACCT 420, FIN 321, FIN 421, FIN 461, MKT 302, MKT 402, MKT 405 or BI 300A.

MANAGEMENT CONCENTRATIONS

Four concentrations are available to Management majors. A Management major wishing to declare one of these concentrations must complete the following 9 credits for their Management electives:

- Family Business: MGT 330 and 432; PSYC 313
- Entrepreneurship: MGT 330, 430 and 431
- Global Business Management: MKT 405 plus two of: BLX 402, ACCT 403 or FIN 461
- Human Resource Management: MGT 401 and 402; PSYC 310

DEPARTMENT OF MARKETING

Department Chair: Paul G. Barretta, Ph.D.

Faculty

P. Barretta, Ph.D.

W. Northington, Ph.D.

N. Pham, Ph.D.

K. Ryan, M.B.A.

BACHELOR OF BUSINESS ADMINISTRATION WITH A MAJOR IN MARKETING

Marketing is concerned with the management of those activities which seek to identify customer needs and which design and direct a flow of products to satisfy consumer demand. It is the objective of the marketing program to develop a broad working knowledge of both the theory and practice of marketing. Program flexibility and adaptability to special interests is provided by electives within and outside the major.

REQUIREMENTS

Marketing Courses Required for the Major		Credits
MKT 302	Consumer Behavior	3
MKT 306	Advertising	3
MKT 308	Digital and Social Media Marketing	3
MKT 402	Marketing Research	3
MKT 410	Case Applications in Marketing Management	3
BI 303A	Marketing Internship	3
Marketing Electives**	Marketing Electives	<u>9</u>
Total		27
School of Business Required Courses		
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BIS 310	Business Information Systems	3
BLX 210	Business Law I	3
FIN 301	Corporation Finance	3
MGT 301	Management and Organizational Behavior	3
MGT 306	Production and Operations Management	3
MGT 413	Business Policy	3
MKT 301	Principles of Marketing	3
QMX 212	Statistical Applications for Business	<u>3</u>
Total		30
Non-Business Requirements		
General Education	General Education Requirements	37
ECO 101	Microeconomic Principles	3
ECO 102	Macroeconomic Principles	3
MATH 121*	Finite Mathematics for Management & Social Sciences (<i>Gen. Ed.</i>)	X
MATH 122*	Calculus for Management & Social Sciences	3
QMX 211	Introduction to Statistics	3
IT 220	Data Crunching in Business	3
Non-business elective		<u>8</u>
		60
General Electives		<u>3</u>
Total		120

PLAN OF STUDIES

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
FS/THEO 101	3	MATH 122*	3
MATH 121*	3	ECO 101	3
ENG 101	3	ENG 102	3
ACCT 201	3	ACCT 202	3
SBU 101	<u>2</u>	IT 220	3
	14	SBU 102	<u>1</u>
			16
SECOND YEAR			
ECO 102	3	MKT 301/MGT 301/FIN 301	3
QMX 211	3	MKT 301/MGT 301/FIN 301	3
General Education Requirement	3	QMX 212	3
General Education Requirement	3	BIS 310	3
MKT 301/MGT 301/FIN 301	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
THIRD YEAR			
MKT 302	3	MKT 402	3
MKT 306	3	MKT Elective**	3
MGT 306	3	BLX 210	3
General Education Requirement	3	Non-business Elective	3
General Education Requirement	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
FOURTH YEAR			
BI 303A	3	MKT 410	3
MKT 308	3	MKT Elective**	3
MKT Elective**	3	MGT 413	3
General Education Requirement	4	Non-business Elective	3
Non-business Elective	<u>2</u>	General Elective	<u>3</u>
	15		15

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** Marketing Major Electives: Three courses or at least nine credits required among: MKT 303, MKT 304, MKT 305, MKT 309, MKT 310 and MKT 311, MKT 405, MKT 407, MKT 498 or 499, BLX 401.

MINORS IN BUSINESS

The School of Business offers minors in nine different areas. Each minor is composed of a minimum of eighteen credit hours that offer students an opportunity to study a specific area of business in more detail.

Accounting: ACCT 201, 202 and four approved electives from ACCT 308, 310, 361, 362, 401, 402, 403, 404, 405, 420 and BI 301A.

Business Administration (for non-business majors): Any 18 credits from courses with ACCT, BIS, BLX, ECO, FIN, MKT, MGT, or QMX prefixes, and/or BUS 101 or BUS 199. (Note: Some courses may have prerequisite requirements. Also, none of these courses can be used to fulfill the requirements of any other minor in business.)

Economics: ECO 101, 102, 313, 314 and two electives from the following: FIN 312, FIN 321, FIN 401, Phil 331 and ECO 498.

Family Business: ACCT 201, BLX 210, MGT 330, MGT 432, MKT 301, and MGT 301 (for non-business majors) or one elective from the following for business majors: PSYC 101, PSYC 301 or PSYC 313.

Finance: FIN 301, 321, 322, 401, 402, and 421. Students must fulfill prerequisites for FIN 301 and in addition must take MATH 122 or MATH 151 before beginning the requirements.

International Business: MGT 310 and MKT 405; six credits of any modern language at the 200 level or higher; and two three-credit-hour courses from among all University courses that are related to international or global studies; these courses must be approved by the minor adviser.

Management: MGT 301, 306, 310, 322, and two MGT electives.

Marketing: MKT 301, 302, 306 and three approved marketing electives.

Quantitative Analysis for Business: BIS 420, MKT 402, MGT 322, FIN 312 and two approved electives from the following: ACCT 361, ACCT 362, ACCT 420, FIN 401 or FIN 402.

Sports Management: ECO 101, FIN 333, MGT 329, MKT 309; one course from BI 309A, BLX 310 and MKT 310; and one three-credit course from among all University courses that focuses primary attention on sports.

NOTE: A 2.00 GPA is required. These courses may not be taken pass/fail and prerequisites must be met. Additional information on minors can be obtained in the office of the Dean of the School of Business or from the Registrar's office.

PRE-PROFESSIONAL STUDIES IN BUSINESS

(For Non-majors)

Students majoring in areas other than business who wish to augment their studies with foundational business courses may wish to include some of the courses listed below as part of their four-year academic experience. This opportunity should be of particular interest to non-majors who wish eventually to enroll in a graduate program in business. Those interested are encouraged, however, to check the specific requirements of the graduate programs to which they might apply.

		Credits
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BLX 210	Business Law I	3
BUS 101	Elements of Business	3
ECO 101	Microeconomic Principles	3
ECO 102	Macroeconomic Principles	3
FIN 301	Corporation Finance	3
MGT 301	Management and Organizational Behavior	3
MKT 301	Principles of Marketing	3
QMX 211	Introduction to Statistics	3
QMX 212	Statistical Applications for Business	3
Total		33

NOTE: Students not enrolled in a School of Business major are limited to a maximum total of 30 credit hours of business courses.

SCHOOL OF EDUCATION

Dean: Lisa C. Buenaventura, Ed.D.

Administrative Assistant: Mary Beatty

Faculty

P. Brawdy, Ed.D.	C. Hunt, Ph.D.	A. Sitter-Tompkins, M.S.Ed.
A. Brown, Ph.D.	M. Jones-Carey, Ed.D.	C. Siuta, Ph.D.
L. Buenaventura, Ed.D.	D. Lawrence-Brown, Ph.D.	B. Trolley, Ed.D.
N. Casey, Ed.D.	A. Luedke, Ph.D.	C. Watson, Ph.D.
E. Cashing, M.A.	W. Kipkemboi Rotich, Ph.D.	A. Winkelsas, Ph.D.
A. Fisher, Ed.D.	P. Scraba, O.S.F., Ph.D.	K. Zimmer, Ed.M.
R. Hauser, Ed.D.	A. Silliker, Ed.D.	J. Zimmer, Ph.D.
A. Hayslip, Ed.D.	C. Sinesiou, M.A.	C. Zuckerman, D.Ed.

The University values preparing students for the teaching professions and through the School of Education accepts the responsibility of educating qualified teachers, counselors and administrators. The School offers undergraduate and graduate students an opportunity to pursue courses of study designed to provide the academic and professional requirements for entry into the education professions.

MISSION AND VISION

The St. Bonaventure University School of Education prepares innovative educators at the graduate and undergraduate levels. The Franciscan commitment to social justice through respect for diversity and the dignity and worth of the individual provides the foundation for our work with university students and school communities.

Our state and nationally accredited programs integrate theory with practice and meet rigorous academic and professional standards. Our collaborative and highly qualified faculty members guide candidates on their journey of professional and personal discovery.

SHARED VISION

The School of Education prepares candidates who support schools and agencies in producing learners who will be contributors to the global community. To be successful, these learners must be literate, informed contributors who possess the knowledge and skills to function within a democratic society. The School of Education strives to produce educators who can meet the challenges of the 21st century learner.

GENERAL INFORMATION

The School's Department of Undergraduate Teacher Education administers degrees and programs that are registered in New York. Some programs lead to initial teacher certification; sport studies and childhood studies do not. Students may obtain a bachelor of science in elementary education, secondary education with discipline concentration (7-12), special education, physical education, childhood studies, or sport studies. Elementary education majors may choose an option leading to certification in Childhood Education (NY, grades 1-6), an option leading to dual certification in Childhood Education (NY, grades 1-6) and Children with Disabilities (NY grades 1-6), or an option leading to the dual certification in Childhood Education (NY, grades 1-6) and Early Childhood Education (NY, birth-grade 2). Secondary education majors may choose a discipline concentration leading to certification in English, History, Physics, Chemistry, Biology, Mathematics, and Spanish (NY, grades 7-12). Students majoring in Physical Education are eligible for certification in New York (grades K-12).

All initial teacher preparation programs require coursework in both professional education studies and an academic area. Elementary education majors must complete an academic concentration of no fewer than 30 credit hours in a liberal arts area (English, Math/Science/Technology and Social Studies are the areas that allow students to complete the program in four years). Physical education majors complete their academic concentration in biology. This preparation in the concentration provides teachers with a well-rounded liberal arts background that supports their professional studies.

All teacher preparation programs require significant field experiences prior to the student teaching semester. Placements for tutoring, Field Block internships, internships and student teaching are administered through the Office of Field Services. The two semesters of Field Block (occurring during the two semesters immediately prior to student teaching) take place in Professional Development School (PDS) sites within a 70-mile radius of the University. The University has established classrooms in those PDS sites. Students are billed for costs related to participation in the PDS semesters. Students must provide their own transportation for field experiences and student teaching. The School of Education occasionally arranges bus transportation to sites for Field Block semesters when a site is at a considerable distance from campus. When transportation is provided to a PDS site, students must use the transportation provided.

It should be noted that induction into the teaching profession takes place over time. The School of Education teacher preparation programs provide experiences that build upon each other sequentially. Students in all teacher preparation programs complete courses required for certification that may not be applicable to other programs. For this reason, it is imperative that students declare their intent to major in these programs early in their college career. Making a decision to major in one of the teacher preparation programs late in one's college career can delay graduation.

A grade of C or better (2.0) is required in all education courses. In order for St. Bonaventure to recommend a student for NY certification a student must have a cumulative GPA of 3.0 or better and a GPA in all education courses of 3.0 or better.

OFFICE OF FIELD SERVICES

Director of Field Services: Julie Hall, M.A.

Certification Officer: Philip Eberl, M.A.

Administrative Assistant: Patricia Riehle

The Office of Field Services compiles and tracks documentation for candidate progress through program gates, provides information on licensure exams, clearances, and professional liability and arranges for school placements. Candidates may not approach partner schools directly, but must work through this office to arrange placement. The office also has a certification officer who assists students as they process certification applications for New York and will counsel candidates seeking out-of-state certification.

ADMISSION REQUIREMENTS

Students may declare their intent to major in one of the School of Education programs upon entry to the University. Formal admission to the programs occurs after two years. Students should note the specific requirements for their program and see an education adviser early to be certain that they are pursuing the correct sequence of courses.

In the teacher preparation programs, the professional sequence (Field Block) begins in the first semester of the junior year. At this juncture, called "Gate 1", students must meet all criteria listed below, apply for admission to a program, and complete a formal admission process before taking any courses in the Field Block sequence. A second evaluation and decision process (Gate 2) occurs prior to student teaching.

GATE 1 REQUIREMENTS

	ELEMENTARY EDUCATION or ELEM. ED./SPECIAL EDUCATION or EARLY CHILDHOOD	PHYSICAL EDUCATION
General	Declare an academic concentration	
GPA	Cumulative GPA of 2.8 and a major GPA of 3.0	Cumulative GPA of 3.0 and a major GPA of 3.0
Course Work Completed	Completion of minimum of 45 credit hours (exclusive of EDUC, ECED & SPED courses)	Completion of minimum of 45 credit hours (exclusive of EDUC & PHED courses)
Field Recommendation	Recommendation from field placements for EDUC 201,220	Recommendation from field placements for PHED 105
Faculty Recommendation	Two from education faculty	One from physical education & one from education faculty
Liability Coverage	Proof of professional liability insurance coverage and appropriate police/child abuse clearances	Proof of professional liability insurance coverage and appropriate police/child abuse clearances
Required Certifications		<ul style="list-style-type: none"> • CPR for Professional Rescuer • Lifeguarding • Water Safety Instructor

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

NY: Childhood Education 1-6

Department Chair: Christine Hunt, Ph.D.

The elementary education undergraduate degree is registered in New York and accredited by NCATE, the National Council for Accreditation of Teacher Education.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits</i>		<i>Credits</i>
Elementary Education	40	Cognates:	
<i>(Includes 6 credit hours of literacy)</i>		- MATH 111* and 112	6
Special Education	12	- Social Studies*	3
General Education Requirements*	37	- Natural Science*	3
Foreign Language	6	Academic Concentration*	<u>30</u>
EDUC 099A: Safe Schools	0	Total	120
EDUX 099B: Child Abuse Prevention	0		
EDUC 099D: Diversity Workshop	0		
EDUC 099F: DASA	0		
EDUC 099K: Diversity Experience	0		

Academic Concentration: 30 credits required in an Arts and Science discipline. Courses from General Education and cognates can be included in the 30 hours.

*120 credit hours are required for the Elementary Education degree. Additional credits may be needed to complete all requirements depending on academic concentration selected. Courses may count in more than one category.

**You must complete one course with diversity (D) coding and one writing intensive course (W). These courses need to be *additional* course, but can be ones that also fill another requirement.

***General electives are needed when a major course is also fulfilling one of the General Education Distributions.

NOTES:

- (1) Students must complete a diverse field experience (EDUC 099K) that can be registered for in any semester.
- (2) All students must take a writing intensive course and a diversity coded course.
- (3) Workshops must be completed before Field Block 1.
- (4) Field Block courses must be taken together in the same semester.
- (5) Field Blocks 1 and 2 must be completed prior to student teaching.
- (6) No additional courses may be taken during the student teaching semester except EDUC 495A.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	ENG 102	3
MATH 111	3	MATH 112	3
SBU 101	2	Foreign Language	3
SBU 102	1	EDUC 201 or SPED 230	3
Foreign Language	3	FS/THEO 101	<u>3</u>
EDUC 201 or SPED 230	<u>3</u>		15
	15		
SECOND YEAR			
EDUC 210	3	EDUC 220/220L	3
HIST 201	3	SPED 440	3
General Education Requirement	3	General Education Requirements	3
Natural Science	3	Concentration Electives	<u>6</u>
Concentration Electives	6		15
EDUC 099A	0		
EDUC 099B	0		
EDUC 099F	<u>0</u>		
	18		
THIRD YEAR			
FIELD BLOCK 1		FIELD BLOCK 2	
EDUC 304	3	EDUC 401	3
EDUC 305	3	EDUC 425	3
EDUC 310	3	EDUC 430	3
EDUC 312X	3	Concentration Elective	3
SPED 340	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
FOURTH YEAR			
STUDENT TEACHING – GATE 2			
EDUC 490	5	Natural Science w/Lab Distribution	4
EDUC 491	5	General Education Requirement	3
EDUC 460	3	Concentration Electives (if needed)	<u>9</u>
EDUC 099D	<u>0</u>		16
	13		

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester.

BACHELOR OF SCIENCE IN ELEMENTARY/SPECIAL EDUCATION

Leading to Dual Certification in NY: Childhood Education 1-6/Students with Disabilities 1-6

Department Chair: Christine Hunt, Ph.D.

The elementary education undergraduate degree is registered in New York and accredited by NCATE, the National Council for Accreditation of Teacher Education.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits</i>		<i>Credits</i>
Elementary Education (Includes 6 credit hours of reading)	40	Cognates:	
		-MATH 111* and 112	6
Special Education	18	- Social Studies*	3
General Education Requirements*	37	- Natural Science*	3
Foreign Language	6	Academic Concentration*	<u>30</u>
EDUC 099A: Safe Schools	0	Total	120
EDUX 099B: Child Abuse Prevention	0		
EDUC 099D: Diversity Workshop	0		
EDUC 099F: DASA	0		
EDUC 099K: Diversity Experience	0		

Academic Concentration: 30 credits required in an Arts and Science discipline. Courses from General Education and cognates can be included in the 30 hours.

*120 credit hours required for Elementary Education/Special Education degree. Courses may count in several categories. See below for specific courses in program.

**You must complete one course with diversity (D) coding and one writing intensive course (W). These courses need to be *additional* course, but can be ones that also fill another requirement.

***General electives are needed when a major course is also fulfilling one of the General Education Distributions.

NOTES:

- (1) Students must complete a diverse field experience (EDUC 099K) that can be registered for in any semester.
- (2) All students must take a writing intensive course and a diversity coded course.
- (3) Workshops must be completed before Field Block 1.
- (4) Field Block courses must be taken together in the same semester.
- (5) Field Blocks 1 and 2 must be completed prior to student teaching.
- (6) No additional courses may be taken during the student teaching semester except EDUC 495A.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	ENG 102	3
MATH 111	3	MATH 112	3
SBU 101	2	Foreign Language	3
SBU 102	1	EDUC 201 or SPED 230	3
Foreign Language	3	SF/THEO 101	<u>3</u>
EDUC 201 or SPED 230	<u>3</u>		15
	15		
SECOND YEAR			
EDUC 210	3	EDUC 220/220L	3
HIST 201	3	SPED 440	3
General Education Requirement	3	SPED 430	3
Natural Science	3	General Education Requirements	3
Concentration Electives	6	Concentration Electives	<u>6</u>
EDUC 099A	0		18
EDUC 099B	0		
EDUC 099F	<u>0</u>		
	18		
THIRD YEAR			
FIELD BLOCK 1		FIELD BLOCK 2	
EDUC 304	3	EDUC 401	3
EDUC 305	3	EDUC 425	3
EDUC 310	3	EDUC 430	3
EDUC 312X	3	SPED 450	3
SPED 340	<u>3</u>	Concentration Elective	3
	15	General Education Requirement	<u>3</u>
			18
FOURTH YEAR			
STUDENT TEACHING – GATE 2			
EDUC 490 or 491	5	Natural Science w/Lab Distribution	4
ED/SPED 490 or 491	5	General Education Requirement	3
SPED 460	3	Concentration Elective (if necessary)	<u>9</u>
EDUC 099D	<u>0</u>		16
	13		

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester except the elective EDUC 495A.

ELEMENTARY EDUCATION & EARLY CHILDHOOD EDUCATION

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

Leading to Dual Certification in NY: Childhood Education, 1-6 & Early Childhood Education, B-2

Department Chair: Christine Hunt, Ph.D.

The elementary education undergraduate degree is registered in New York and accredited by NCATE, the National Council for Accreditation of Teacher Education.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits</i>		<i>Credits</i>
Elementary Education (Includes 6 credit hours of reading)	40	Cognates:	
Special Education	12	- MATH 111* and 112	6
Early Childhood Education	6	- Social Studies*	3
Foreign Language	6	- Natural Science*	3
General Education Requirements*	37	Academic Concentration*	<u>30</u>
EDUC 099A: Safe Schools	0	Total	120
EDUX 099B: Child Abuse Prevention	0		
EDUC 099D: Diversity Workshop	0		
EDUC 099F: DASA	0		
EDUC 099K: Diversity Experience	0		

Academic Concentration: 30 credits required in an Arts and Science discipline. Courses from General Education and cognates can be included in the 30 hours.

*120 credit hours required for Elementary Education degree with Early Childhood option. Courses may count in several categories. See below for specific courses in program

**You must complete one course with diversity (D) coding and one writing intensive course (W). These courses need to be *additional* course, but can be ones that also fill another requirement.

***General electives are needed when a major course is also fulfilling one of the General Education Distributions.

NOTES:

- (1) Students must complete a diverse field experience (EDUC 099K) that can be registered for in any semester.
- (2) All students must take a writing intensive course and a diversity coded course.
- (3) Workshops must be completed before Field Block 1.
- (4) Field Block courses must be taken together in the same semester.
- (5) Field Blocks 1 and 2 must be completed prior to student teaching.
- (6) No additional courses may be taken during the student teaching semester except EDUC 495A.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	ENG 102	3
MATH 111	3	MATH 112	3
SBU 101	2	Foreign Language	3
Foreign Language	3	EDUC 201 or SPED 230	3
EDUC 201 or SPED 230	3	HIST 202	3
SBU 102	<u>1</u>	SF/THEO 101	<u>3</u>
	15		18
SECOND YEAR			
EDUC 210	3	EDCU 220/220L	3
EDUC 240	3	SPED 440	3
General Education Requirement	3	General Education Requirement	3
Natural Science	3	Concentration Electives	<u>6</u>
Concentration Electives	6		15
EDUC 099A	0		
EDUC 099B	0		
EDUC 099K	<u>0</u>		
	18		
THIRD YEAR			
FIELD BLOCK 1		FIELD BLOCK 2	
EDUC 304	3	EDUC 401	3
EDUC 305	3	EDUC 425	3
EDUC 310	3	EDUC 430	3
EDUC 312X	3	Concentration Elective	3
SPED 340	3	General Education Requirement	<u>3</u>
ECED 420	<u>3</u>		15
	18		
FOURTH YEAR			
STUDENT TEACHING – GATE 2			
ED/ECED 490	5	Natural Science w/Lab	4
EDUC 491	5	General Education Requirement	3
SPED 460	3	Concentration Electives (if needed)	<u>9</u>
EDUC 099D	<u>0</u>		16
	13		

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester except the elective EDUC 495A.

BACHELOR OF SCIENCE IN SECONDARY EDUCATION WITH DISCIPLINARY CONCENTRATIONS (7-12)

Leading to Certification in NY:

Biology, Chemistry, English, Physics, Mathematics, Social Studies, Spanish

Department Chair: Amanda Winkelsas, Ph.D.

The Secondary Education undergraduate degree is registered in New York and the School of Education is accredited by NCATE, the National Council for Accreditation of Teacher Education.

The major in Secondary Education is designed for students to pursue initial secondary content-specific teacher certification in New York State (grades 7-12). The major, in collaboration with the departments within the School of Arts and Sciences, prepares students to be secondary teachers in biology, chemistry, English, mathematics, physics, social studies and Spanish. The major requires a two-day-a-week internship during the spring semester of the junior year and a semester of full-time student teaching. The student teaching semester is generally in the fall of the senior year, but accommodations can be made for spring student teaching when necessary. Students enrolled in the Secondary Education Major will be assigned an advisor from the School of Education in addition to their content concentration-specific advisor.

REQUIREMENTS FOR A MAJOR IN ADOLESCENCE EDUCATION

	<i>Credits</i>		<i>Credits</i>
Education Coursework	40*	EDUC 099A: Safe Schools	0
Foreign Language	6	EDUC 099B: Child Abuse Prevention	0
General Education	37**	EDUC 099D: Diversity Workshop	0
General Electives (varies by concentration)	9-18	EDUC 099F: DASA	0
Disciplinary Concentration	<u>30***</u>	EDUC 099K: Diversity Experience	0
Total (varies by concentration)	122 -131		

*Education coursework: EDUC 201, EDUC 220L, EDUC 250, EDUC 208, EDUC 354, EDUC 306, EDUC 360, EDUC 330, EDUC 406, SPED 440, EDUC 495, EDUC 495A, EDUC 496 and one of the following: EDUC 333, EDUC 337, EDUC 338, EDUC 340, EDUC 341.

**Some required education and disciplinary concentration courses will count toward General Education Requirements. General electives are needed when a major/disciplinary concentration course is also fulfilling one of the General Education Distributions.

***Disciplinary concentrations may require greater 30 credits. See concentration requirements below.

You must complete one course with diversity (D) coding and one writing intensive course (W). These courses need to be *additional* course, but can be ones that also fill another requirement.

Content Coursework for Disciplinary Concentrations:

Minimum of 30 credits in concentrations. Choose one of the following:

Biology Concentration (56 credits)	Credit		Credit
BIO/BIOL 105	4	CHEM/CHML 102	3,1
BIO/BIOL 106	4	CHEM/CHML 301	4
BIO 291	3	MATH 151	4
BIO 292	3	MATH 117	3
BIO 293L	1	PHYS 103	3
BIO Electives	15	PHYL 103	1
CHEM/CHML 101	4	General Elective: Earth Science	3
Chemistry Concentration (56 credits)			
Chemistry Concentration (56 credits)	Credit		Credit
CHEM/CHML 101	3,1	CHEM Electives	7
CHEM/CHML 102	3,1	MATH 151	4
CHEM/CHML 201	3,1	MATH 152	4
CHEM/CHML 301	3,1	PHYS/PHYL 103	3,1
CHEM 302	3	PHYS/PHYL 104	3,1
CHEM/CHML 401	3,1	General Elective: Earth Science	3
CHEM 441	3	General Elective: Biology	4
English Concentration (33 credits)			
English Concentration (33 credits)	Credit		Credit
ENG 101	3	ENG 221	3
ENG 102	3	ENG Elective	9
ENG 203	3	ENG 250	3
ENG 204	3	History	3
ENG 220	3		
History Concentration (36 credits)			
History Concentration (36 credits)	Credit		Credit
HIST 101	3	HIST Elective: World History	3
HIST 102	3	HIST Elective: Geography	3
HIST 200	3	HIST Elective: Political Science	3
HIST 201	3	HIST Elective: Economics	3
HIST 202	3	HIST 492	3
HIST Elective	6		
Physics Concentration (58 credits)			
Physics Concentration (58 credits)	Credit		Credit
PHYS/PHYL 103	3,1	PHSC 106	3
PHYS/PHYL 104	3,1	CHEM/CHML 101	3,1
PHYS 201	3	MATH 151	4
PHYS 203	3	MATH 152	4
PHYS 301	3	MATH 251	4
PHYS 302	3	MATH 252	3
PHYS 304	3	General Elective: Earth Science	3
PHYS 401	3	General Elective: Biology	4
PHYS Elective	3		

Mathematics Concentration (41 credits)	Credit		Credit
MATH 151	4	MATH 351	3
MATH 152	4	MATH 241	3
MATH 251	4	MATH Electives	9
MATH 207	3	MATH 492	1
MATH 208 OR MATH 345	3	CS 131	4
MATH 341	3		
Spanish Concentration (42 credits)			
	Credit		Credit
SPAN Elective	3	SPAN Elective	3
SPAN Elective	3	SPAN Elective	3
SPAN Elective	3	SPAN Elective	3
SPAN Elective	3	SPAN Elective	3
SPAN Elective	3	SPAN Elective	3
Second Foreign Language	3	Second Foreign Language	3
Second Foreign Language	3	Second Foreign Language	3

Field Experiences:

Students enrolled in the major in Secondary Education are required to do field experiences including observation and tutoring hours, a semester-long Field Block (Professional Development School) Experience, and student teaching. A 30-hour diversity field experience is required.

Students interested in the Secondary Education Major should contact Dr. Amanda Winkelsas in the School of Education at (716) 375-2177. A grade of C or better (2.0) is required in all education courses. A cumulative GPA of 3.0 or better and a cumulative GPA in all education courses of 3.0 or better are required for graduation.

GENERAL COURSE PLAN

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
EDUC 201	3	ENG 102	3
SBU 101	2	PHIL 104	3
SBU 102	1	Historical Studies Distribution	3
ENG 101	3	Literature & the VPA Distribution	3
Disciplinary Concentration Course	3	FS/THEO 101	<u>3</u>
Quantitative Literacy Distribution	<u>3</u>		15
	15		
SECOND YEAR			
EDUC 208	3	EDUC 250	3
EDUC 220L	0	SPED 440	3
Disciplinary Concentration Course	3	Disciplinary Concentration Course	3
Philosophy Distribution	3	Foreign Language	3
Foreign Language	3	General Elective	3
General Elective	3	General Elective	<u>3</u>
EDUC 099A	0		18
EDUC 099B	0		
EDUC 099F	<u>0</u>		
	15		
THIRD YEAR			
EDUC 354	3	EDUC 306	3
Disciplinary Concentration Course	3	EDUC 330	2
Disciplinary Concentration Course	3	EDUC 360	3
Disciplinary Concentration Course	3	EDUC 33x	1
General Elective	<u>3</u>	EDUC 406	3
	15	Disciplinary Concentration Course	<u>3</u>
			15
FOURTH YEAR			
STUDENT TEACHING			
EDUC 495	5	Franciscan Studies/Theology Distribution	3
EDUC 496	5	Disciplinary Concentration Course	3
EDUC 099D	0	Natural Science w/Lab Distribution	4
EDUC 495A	<u>3</u>	General Elective	3
	13	General Elective	<u>3</u>
			16

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester except the elective EDUC 495A.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION**NY: All levels****Department Chair: Claire Watson, Ph.D.**

The physical education undergraduate degree is registered in New York only and students may only receive New York certification.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits*</i>		<i>Credits*</i>
Physical Education	67	EDUC 099A: Safe Schools	0
Biology*(in addition to General Education)	8	EDUC 099B: Child Abuse Prevention	0
Foreign Language	3	EDUC 099D: Diversity Workshop	0
Education/Special Ed	9	EDUC 099F: DASA	0
General Education	<u>37</u>	EDUC 099K: Diversity Experience	0
Total	124	EDUC 099A: Safe Schools	0

*124 credit hours required for Physical Education degree. Total of 12 hours of Biology, 4 hours meeting the General Education Requirement. See below for specific courses in program.

FIRST YEAR			
Fall	Credit	Spring	Credit
PHED 101	3	PHED 302	3
FS/THEO 101	3	PHED 104	3
SBU 101	2	PHED 105	3
PHED 301	3	BIO/BIOL 101	4
ENG 101	<u>3</u>	ENG 102	3
	14	SBU 102	<u>1</u>
			17
SECOND YEAR			
PHED 201	3	PHED 202	3
EDUC 210	3	BIO/BIOL 212	4
PHED 203	3	HS 107	3
BIO/BIOL 211	4	MATH 107	3
PHED 102	3	EDUC 099A	0
EDUC 099F	<u>0</u>	EDUC 099B	0
	16	SPED 230	<u>3</u>
			16
ELEMENTARY FIELD BLOCK		SECONDARY FIELD BLOCK	
PHED 312	3	PHED 304	3
PHED 303	3	PHED 308C	3
PHED 306	3	PHED 208	3
PHED 309A	3	Historical Studies Distributions	3
PHED 311	3	FS/THEO Distribution	3
PHIL 104	<u>3</u>	PHED Elective	<u>3</u>
	18		18
FOURTH YEAR – STUDENT TEACHING BLOCK			
PHED 490	5	Foreign Language	3
PHED 491	5	Literature & VPA Distribution	3
SPED 460	3	Philosophy Distribution	3
EDUC 099D	<u>0</u>	General Electives***	<u>7</u>
	13		16

NOTE: Elementary and Secondary Field Blocks must be completed prior to student teaching. Field Blocks may be rearranged depending on semester of student teaching.

*Proof of lifeguard certification required by the end of the second year.

**Students must complete one course with diversity (D) coding and one writing intensive course (W). These courses need to be *additional* course, but can be ones that also fill another requirement.

***General electives are needed when a major course is also fulfilling one of the General Education Distributions.

GRADUATION REQUIREMENTS FOR ALL CERTIFICATION PROGRAMS

In order for students to graduate and/or be recommended for certification, all graduation and/or certification requirements must be completed satisfactorily. These include:

- Application for Graduation and Degree Audit (Registrar)
- Application for Graduation (School of Education evaluation)
- 3.0 GPA overall
- 3.0 GPA overall in all EDUC, PHED, ECED and SPED courses
- 2.0 GPA in academic concentration
- Minimum grade of C in all education, special education, early childhood or physical education courses
- Successful completion of Student Teaching
- Submission and presentation of satisfactory Professional Electronic Portfolio
- Successful completion of EDUC 099D – Cultural Diversity Workshop

CERTIFICATION REQUIREMENTS

In order for students to be recommended for certification, all certification requirements must be complete. Students submit their application to the Certification Officer at the University with evidence of the following:

For New York Certification:

- Passing scores on required New York state certification exams and edTPA
- Completion of the Child Abuse Prevention Seminar
- Completion of the Safe Schools Workshop
- Completion of the DASA (Anti-Bullying) Workshop
- An official transcript indicating degree completion
- Completion of New York State fingerprinting

BACHELOR OF SCIENCE IN CHILDHOOD STUDIES

Department Chair: Christine Hunt, Ph.D.

This major is designed for students who are interested in child development and education but do not intend to become classroom teachers. The major is designed based on the introductory courses in the Elementary Education major, but then incorporates a wide range of courses in education, sociology and psychology.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits</i>		<i>Credits</i>
General Education Requirements	37	Math (Math 111 & 112 suggested)	6
EDUC/SPED/CHST	21	Social Studies (Amer. History suggested)	3
Major Electives	9	General Electives	<u>38</u>
Foreign Language	6	Total	120

SUGGESTED COURSE SEQUENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
ENG 101	3	SPED 230	3
Foreign Language	3	FS/THEO 101	3
EDUC 201	3	Foreign Language	3
General Elective	3	EDUC 201 or 250	3
SBU 101	<u>2</u>	SBU 102	1
	14	General Elective	<u>3</u>
			16
SECOND YEAR			
MATH 111	3	SPED 440	3
EDUC 210 or 250	3	EDUC 220/220L	3
General Education Requirement	3	MATH 112	3
General Electives	<u>6</u>	General Education Requirement	3
	15	General Electives	<u>3</u>
			15
THIRD YEAR			
Major Elective	3	Natural Science w/Lab Distribution	4
General Electives	9	Major Elective	3
General Education Requirement	<u>3</u>	General Education Requirement	3
	15	General Electives	<u>6</u>
			16
FOURTH YEAR			
Major Elective	3	General Elective	3
General Education Requirement	3	General Education Requirement	<u>11</u>
CHST 493	3		14
SPED 460	3		
General Elective	<u>3</u>		
	15		

GRADUATION REQUIREMENTS FOR CHILDHOOD STUDIES

In order for students to graduate, all degree requirements must be completed satisfactorily. These include:

- Application for Graduation and Degree Audit (Registrar)
- 2.0 GPA overall
- Successful completion of internship in Childhood Studies, professional electronic portfolio and internship presentation

BACHELOR OF SCIENCE IN HEALTH SCIENCE

Department Chair: Claire Watson, Ph.D.

The Bachelor of Science degree in Health Science is designed to provide students with the necessary background for students to immediately obtain a position in health promotion as well as to successfully enter graduate studies in the high demand fields of allied health.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	Credits		Credits
Health Science Major Requirements	29	PHIL 338	3
Health Science Electives**	9	PSYC 101	3
Biology – BIO/BIOL 105, 106, 211, 212	16	General Education Requirements	37
Chemistry – CHEM/CHML 101, 102	8	General Electives	15
		Total	120

**Students must also choose three electives from the following list: BIO 291, BIO 292, BIO/BIOL 321, CHEM/CHML 301, EDUC 210, EDUC 250, PHED 208, PHED 311, PHYS/PHYL 103, PHYS/PHYL 104, PSYC 330, and SPST 209

General electives are needed when a major course is also fulfilling one of the General Education Distributions.

Students must complete one course with diversity (D) coding and one writing intensive course (W). These courses do not need to be *additional* courses, but can be ones that also fill another requirement.

Health Science Major Requirements		Credits
HS 101	Introduction to Health Science	3
HS 102	Medical Terminology	1
HS 107	Health Related Fitness/Wellness	3
HS 201	Research Methods in Health	3
HS 301	Epidemiology	3
HS 309	Nutrition	3
HS 401	Seminar: Current Topics in Health Science	3
HS 413	Internship	3
BIO/BIOLOG 105	Biological Science I with Lab	4
BIO/BIOLOG 106	Biological Science II with Lab	4
CHEM/CHML 101	General Chemistry I with Lab	4
CHEM/CHML 102	General Chemistry II with Lab	4
PHIL 338	Medical Ethics	3
PSYC 101	Introduction to Psychology	3
And Choose one Group:		
BIO/BIOLOG 211 & 212	Human Anatomy & Physiology I & II w/Labs	4, 4
BIO/BIOLOG 331 & 332	Physiology & Anatomy of Human I & II w/Labs	4, 4
Health Science Electives – Choose 3 courses (9-12 credits)		
BIO 291	Genetics	3
BIO 292	Cell Biology	3
BIO/BIOLOG 321	General Microbiology with Lab	3
BIO 371	Biochemistry	4
CHEM/CHML 301	Organic Chemistry I with Lab	4
EDUC 210	Human Development and Learning	3
EDUC 250	Adolescent Development and Learning	3
HS 312	Bio-Kinesiology	3
HS 314/HS 314L	Exercise Physiology with Lab	4
PHED 208	Prevention and Care of Injuries	3
PHED 311	Physical Activities for Persons with Disabilities	3
PHYS/PHYL 103	General Physics I with Lab	4
PHYS/PHYL 104	General Physics II with Lab	4
PSYC 215	Maladaptive Psychology	3
PSYC 224	Psychology of Adolescence	3
PSYC 225	Psychology of Adult Development and Aging	3
PSYC 330	Health Psychology	3
SOC 408	Health and Illness	3
SPST 209 (PHED 209)	Motor Learning	3

The following lists recommended for students who want to pursue graduate studies in Allied Health Fields. Students can use major electives and general electives for these courses.

Health Science – Social, Physical and Psychological Development Concentration (13 credit hours)

**Students should research graduate programs and career goals when developing their plan of study and work in close consultation with the academic advisor.*

	Credits		Credits
PHYS 103 General Physics I	3	Choose One:	3
PHYL 103 General Physics I Laboratory	1	-EDUC 210 Human Development & Learning	
SOC 101 or other approved SOC course	3	-EDUC 250 Adolescent Dev. & Learning	
		Choose One:	3
		-PSYC 224 Psychology of Adolescence	
		-PSYC 225 Psych of Adult Dev. & Aging	

Health Science – Kinesiology Concentration (11 credit hours)

**Students should research graduate programs and career goals when developing their plan of study and work in close consultation with the academic advisor.*

	Credits		Credits
PHYS 103 General Physics I	3	Choose One:	3
PHYL 103 General Physics I Laboratory	1	-EDUC 210 Human Development & Learning	
PHYS 104 General Physics II	3	-EDUC 250 Adolescent Dev. & Learning	
PHYL 104 General Physics II Laboratory	1	-PSYC 224 Psychology of Adolescence	
		-PSYC 225 Psych of Adult Dev. & Aging	

Health Science – Biomedical Concentration (10 credit hours)

**Students should research graduate programs and career goals when developing their plan of study and work in close consultation with the academic advisor.*

	Credits		Credits
BIO 291 Genetics	3	CHEM 301 Organic Chemistry I	3
BIO/BIOL 321 General Microbiology	3	CHML 301 Organic Chemistry I Laboratory	1

SUGGESTED COURSE SEQUENCE

**Students should select courses and sequence in close consultation with the academic advisor*

FIRST YEAR			
Fall	Credit	Spring	Credit
SBU 101	2	SBU 102	1
ENG 101	3	ENG 102	3
HS 101	3	HS 107	3
BIO/BIO 105	4	HS 102	1
CHEM/CHML 101	<u>4</u>	BIO/BIO 106	4
	16	CHEM/CHML 102	<u>4</u>
			16
SECOND YEAR			
HS 309	3	HS 201	3
BIO/BIO 211	4	BIO/BIO 212	4
Quantitative Literacy Distribution-MATH 117	3	FS/THEO 101	3
PSYC 101	3	Historical Studies Distribution	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	16		16
THIRD YEAR			
HS 312	3	HS 314	3
HS 301	3	HS 314L	1
HS Elective	3	Franciscan Studies/Theology Distribution	3
Literature & the VPA Distribution	3	General Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		13
FOURTH YEAR			
HS 413	3	HS 401	3
HS Elective	3	HS Elective	3
PHIL 338	3	PHIL 104	3
General Elective	3	General Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15

*BIO/BIO 331 may be substituted for BIO/BIO211 in consultation with advisor

GRADUATION REQUIREMENTS FOR HEALTH SCIENCE

All degree requirements must be completed satisfactorily to graduate. These include:

- Application for Graduation and Degree Audit (Registrar)
- 2.0 GPA overall
 - While a 2.0 cumulative GPA is required for graduation, students should note that admission to graduate programs in Allied Health are very competitive often requiring a cumulative GPA of 3.0 or better.

BACHELOR OF SCIENCE IN SPORT STUDIES

Department Chair: Claire Watson, Ph.D.

The Bachelor of Science Degree in Sport Studies, offered by the Department of Physical Education, provides students with the opportunity to explore sport, movement disciplines, exercise and wellness within a trans-disciplinary curriculum. Currently, four cognate areas of specialization are available within this major. Building on required coursework and discrete electives in Physical Education, these cognate areas include: Human Development and Learning, Human Movement Sciences, Personal and Team Coaching, and Sports Management. The B.S. Degree in Sport Studies prepares students to work in the wellness, recreation and sport industries as well as gain admission to a range of graduate programs supporting practice and research in human performance and the allied health professions.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	Credits	Notes
General Education Requirements	37	Some cognate courses may count for Gen. Ed.. If so, student must take additional electives to reach 120 credits.
Sport Studies	21	
SPST/PHED Electives	12	
Cognate Coursework	15-16	For Human Movement Sciences, the cognate is 16 credits
Biology (in addition to General Education)	8	Total of 12 credits of BIO
General Electives	<u>27</u>	Enough to get to 120 total credits
Total	120	

Sport Studies Requirements:

PHED 101: Foundations of Physical Activity
 HS 107: Health-related Fitness and Health Promotion
 HS 309: Nutrition
 HS-312: Bio-Kinesiology
 HS 314: Exercise Physiology
 HS 413: Directed Study – Internship
 SPST 415: Psychosocial Aspects of Human Movement

SPST/PHED Electives (choose 4 of the following):

PHED 105: Early Childhood Motor Development
 PHED 201/202: Individual and Dual Physical Activities
 PHED 208: Prevention and Care of Injuries
 SPST 209: Motor Learning
 PHED 301/302: Team Sports
 PHED 308C: Theory and Techniques of Coaching
 PHED 309A: Adventure Education
 PHED 310: Philosophies and Principles of Interscholastic Activities
 PHED 311: Physical Activities for Persons with Disabilities
 PHED 313: Women in Sports
 PHED 414: Social Theory of Sport
 HS 314L: Exercise Physiology Lab (*this class may be taken as **an additional credit** of electives, increasing the number SPST/PHED electives to 13*)

Biology Requirements:

BIO/Biol 101: Fundamentals of Biology (*meets a General Education requirement*)

BIO/Biol 211: Human Anatomy and Physiology I

BIO/Biol 212: Human Anatomy and Physiology II

COGNATE COURSEWORK OPTIONS (choose one)		Credits
Human Development & Learning (15 credits)		
PHED 105	Early Childhood Motor Development	3
PHED 209	Motor Learning	3
PHED 311	Physical Activities for Persons with Disabilities	3
PSYC 414	Sports & Exercise Psychology	3
PHED 414	Social Theory of Sport	3
Human Movement Sciences (16 credits)		
CHEM 101/CHML 101	General Chemistry I/General Chemistry Laboratory I	3,1
BIO 105/BIOL 105	Biological Science I/Biological Science I Lab	4
BIO 106/BIOL 106	Biological Science II/ Biological Science II Lab	4
PHYS 103/PHYL 103	General Physics I/ General Physics Laboratory I	3,1
Personal and Team Coaching (15 credits)		
PHED 308C	Theories & Techniques of Coaching	3
PHED 310	Philosophies & Principles of Interscholastic Activities	3
PHED 208	Care & Prevention of Athletic Injuries	3
PHED 201 OR 309A	Individual and Dual Sports OR Adventure Education	3
PHED 301	Team Sports	3
<i>**This concentration will allow students to apply for NYS Temporary Coaching Certification.</i>		
Sports Management (15 credits)		
FIN 333	Economics & Finance of Sports	3
MGT 329	Intro to Sports Management	3
MKT 309	Sports Marketing	3
BI 309A OR BLX 310	Sports Management Internship OR Sports and the Law	3
MGT 301 OR MKT 301	Management and Organizational Behavior OR Principles of Marketing	3

*Depending on the cognate chosen, some courses may fulfill the General Education Distributions.

SUGGESTED COURSE SEQUENCE

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
SBU 101	2	ENG 102	3
ENG 101	3	SPST Elective	3
PHED 101	3	Cognate Course	3
HS 107	3	BIO/BIOL 101	4
FS/THEO 101	<u>3</u>	SBU 102	<u>1</u>
	14		14
SECOND YEAR			
BIO/BIOL 211	4	BIO/BIOL 212	4
Quantitative Literacy Distribution-MATH 107	3	SPST Elective	3
Social Science Distribution	3	PHIL 104	3
Cognate Course	3	Historical Studies Distribution	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	16		16
THIRD YEAR			
Literature & the VPA Distribution	3	SF/THEO Distribution	3
HS 312	3	HS 314	3
General Elective	3	Cognate Course	3
Cognate Course	3	SPST Elective	3
General Elective	<u>3</u>	General Elective	<u>3</u>
	15		15
FOURTH YEAR			
HS 413 (internship)	3	SPST 415	3
Cognate Course	3	SPST Elective	3
HS 309	3	General Elective	3
General Elective	3	General Elective	3
General Elective	<u>3</u>	Philosophical Distribution	<u>3</u>
	15		15

MINOR IN MOVEMENT STUDIES

For non-majors, the following courses constitute a Movement Studies minor: PHED 105, PHED 107, PHED 201 or PHED 301. Students must also take 9 credits of approved electives (in consultation with the minor adviser) from the following courses: PHED 201, PHED 208, PHED 301, PHED 308C, PHED 309A, PHED 310, PHED 311, PHED 313.

MINOR IN SPORT STUDIES

For non-majors, the following courses constitute a Sport Studies minor: HS 107, PHED 309, PHED 414 or PHED 415. Students must also take 9 credits of approved electives (in consultation with the minor adviser) from the following courses: PHED 105, PHED 209, PHED 309A, PHED 311, PHED 312, PHED 313, PHED 314.

GRADUATION REQUIREMENTS FOR SPORT STUDIES

All degree requirements must be completed satisfactorily to graduate. These include:

- Application for Graduation and Degree Audit (Registrar)
- Application for Graduation (School of Education evaluation)
- 2.0 GPA overall

JANDOLI SCHOOL OF COMMUNICATION

Founded in 1949 by Dr. Russell J. Jandoli (1918-1991)

Dean: Pauline W. Hoffmann, Ph.D.

Administrative Assistant: Susan Ciesla

Faculty

A. Bulszewicz, B.A.	D. Kassnoff, B.A.	C. McNall, J.D.
K. DeSimone, M.B.A.	R. Lee, Ph.D.	D. Wilkins, Ph.D.
H. Harris, M.B.A.	A. Lee, M.SA.L.I.S	K. Young, Psy.D.
M. Jones-Kelley, M.S.	C. Mackowski, Ph.D.	

The Jandoli School of Communication at St. Bonaventure has a long and rich history of graduating students who excel in whatever field they enter. We concentrate on teaching our students how to gather, analyze and communicate information, and we do it within the context of a broad liberal arts background while also supporting St. Bonaventure University's Mission and Franciscan Values (<http://www.sbu.edu/about-sbu/university-mission>).

Virtually every occupation values those skills, and our graduates use them in a variety of professions — journalism, public relations, advertising, Internet enterprises, business, even law. Our professors have more than 400 years' experience in those areas and others.

We pride ourselves in weaving ethics into each of our courses because we believe the society we send our students into deserves the highest standards possible.

We emphasize developing competence in writing, editing and reporting applicable to the print and broadcast media. Journalism & Mass Communication majors have many opportunities to put theory into practice through such campus media outlets as The Bona Venture weekly newspaper, the SBU-TV campus TV station, SBU-TV sports, the WSBU-FM campus radio station, The Laurel literary magazine, The Intrepid online campus newspaper, BonaWire social media club, Kwerkworks student ad agency, and a host of campus organizations.

Strategic Communication & Digital Media features a 6 credit course that offers students the opportunity to act as members/employees of an advertising/PR/consultancy in an agency setting on campus. Strategic Communication & Digital Media has a sharp focus on digital and emerging media, ensuring that students receive exposure to cutting-edge communication channels and techniques, understanding how they're used and how they relate to traditional media.

The Jandoli School of Communication at St. Bonaventure University will continue to be nationally recognized because of its ability to:

- provide a highly personalized academic experience to our students in journalism, strategic communication, integrated marketing communications and leadership.
- attract faculty members who combine academic acumen and professional experience.
- ensure a curriculum that integrates ethics rooted in the Franciscan tradition while providing preparation for professional careers and graduate study.
- foresee the changing needs of students and deliberately develop classes and the use of technology consistent with those needs.

REQUIREMENTS

	Credits		Credits
Journalism & Mass Communication	41	Modern or Classical Language*	3
JMC 101, 201, 202, 245, 300, 499, SC-220; JMC 305 or 399;		ENG 230 or THTR 201 or THTR 333;	3
JMC-341 and JMC-342 OR		ECO 101, ECO 102 or BUS 101	3
JMC-414 and JMC-415 OR		General Education Requirements	37
JMC-440 and JMC-441;		General Electives	<u>33</u>
Plus four JMC/SC electives		Total	120

*The modern language must be at the 202 level and may be modern or classical (Latin). Students not prepared to begin at this level will need to take additional courses. Those additional courses will count as general electives.

MINOR

A minor for non-majors includes the completion of 21 credits distributed as follows: 12 credits of JMC 101, 201, 202 and SC 220; plus 9 credits from JMC.

BACHELOR OF ARTS WITH A MAJOR IN JOURNALISM & MASS COMMUNICATION

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
SBU 101	2	SBU 102	1
ENG 101	3	ENG 102	3
JMC 101	3	JMC 245	3
Modern or Classical Language*	3	FS/THEO 101	3
General Education Requirement	<u>3</u>	PHIL 104	3
	14	General Education Requirement	<u>3</u>
			16
SECOND YEAR			
JMC 201	3	JMC 202	3
MATH 107 or MATH 135**	3	JMC 300	3
ECO 101, ECO 102 or BUS 101	3	ENG 230 or THTR 201 or THTR 333	3
General Education Requirement	3	General Education Requirement	3
General Elective	<u>3</u>	JMC Elective	<u>3</u>
	15		15
THIRD YEAR			
SC 220	3	JMC 399 or JMC 305	3
JMC Electives	6	JMC Elective	3
General Education Requirement	3	General Elective	3
General Elective	<u>3</u>	General Electives	<u>6</u>
	15		15
FOURTH YEAR			
JMC 341 or JMC 414 or JMC 440	3	JMC 342 or JMC 415 or JMC 441	3
JMC 499	2	General Electives	6
General Education Requirements	4	General Electives	<u>6</u>
General Electives	<u>6</u>		15
	15		

*Language must be at the 202 level and may be modern or classical (Latin). Students not prepared to begin at this level will need to take additional courses. Those additional courses will count as general electives.

**The Jandoli School of Communication requires MATH 107 or MATH 135 to satisfy the University's Quantitative Literacy General Education Requirement.

NOTE: Students must complete internship requirements totaling 400 hours either on- or off-campus under the guidance of the Jandoli School internship coordinator. Transfer students must complete 100 hours for each year they are on campus.

Students must take a minimum of 72 hours outside of JMC or SC coursework per ACEJMC guidelines.

BACHELOR OF ARTS WITH A MAJOR IN STRATEGIC COMMUNICATION & DIGITAL MEDIA

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Strategic Communication & Digital Media	41	General Education Requirements	37
JMC 101, 201, 202, 245, 300, 399; SC 210, 220, 302, 303, 497, 498, 499, plus one JMC/SC elective		Political Science (POLS 103, 330 or IS 101)	3
		Business (MKT 301, 302, MGT 301 and either ECON 101 or 102 or BUS 101)	12
Modern Language*	3	General Electives	24
		Total	120

*Language must be at the 202 level and may be modern or classical (Latin). Students not prepared to begin at this level will need to take additional courses. Those additional courses will count as general electives.

MINOR

A minor for non-majors includes the completion of 21 credits distributed as follows: 12 credits of JMC 101, 201, 202 and SC 220; plus 9 credits from SC.

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
SBU 101	2	SBU 101	1
ENG 101	3	ENG 102	3
JMC 101	3	JMC 245	3
Modern Language*	3	FS/THEO 101	3
General Education Requirement	<u>3</u>	PHIL 104	3
	14	SC 210	<u>3</u>
			16
SECOND YEAR			
JMC 201	3	JMC 202	3
MATH 107 or 135**	3	JMC 300	3
MKT 301	3	POLS 103, 330 or IS 101	3
SC 302	3	JMC 399	3
General Education Requirement	<u>3</u>	General Education Requirement	<u>3</u>
	15		15
THIRD YEAR			
SC 220	3	ECO 101, 102 or BUS 101	3
MGT 301	3	JMC/SC Elective	3
MKT 302	3	General Electives	6
SC 303	3	General Education Requirements	<u>3</u>
General Education Requirement	<u>3</u>		15
	15		
FOURTH YEAR			
SC 497	3	SC 498	3
SC 499	2	General Electives	6
General Education Requirement	4	General Electives	<u>6</u>
General Electives	<u>6</u>		15
	15		

*Language must be at the 202 level and may be modern or classical (Latin). Students not prepared to begin at this level will need to take additional courses. Those additional courses will count as general electives.

**The Jandoli School of Communication requires MATH 107 or MATH 135 to satisfy the University's Quantitative Literacy General Education Requirement.

NOTE: Students must complete internship requirements totaling 400 hours either on- or off-campus under the guidance of the Jandoli School internship coordinator. Transfer students must complete 100 hours for each year they are on campus.

Students must take a minimum of 72 hours outside of JMC or SC coursework per ACEJMC guidelines.

SCHOOL OF FRANCISCAN STUDIES

Dean: Fr. David B. Couturier, OFM. Cap., Ph.D., D.Min.

Faculty

David B. Couturier, OFM Cap. Ph.D., D.Min.

Michael D. Calabria, OFM, Ph.D.

Kyle Haden, OFM, Ph.D.

Robert M. Donius, M.A.

Jean François Godet-Calogeras, Ph.D.

Dominic Monti, OFM., Ph.D.

School of Franciscan Studies

The School of Franciscan Studies furthers the mission of the university by providing faculty for courses on campus and through distance learning options in Franciscan theology, history, spirituality and pastoral studies. It offers courses in the Catholic-Franciscan heritage, a minor in Franciscan studies and courses in the inter-religious dialogue between Islam and Christianity through the Center for Arab and Islamic Studies, housed in the School of Franciscan Studies.

The School of Franciscan Studies provides for-credit, continuing education and professional enrichment programming that illuminates the Franciscan intellectual and spiritual traditions. It offers these programs during the academic year and through its robust summer program.

The Minor in Franciscan Studies

The minor in Franciscan Studies is an interdisciplinary program of courses exploring the fundamentals of the Franciscan tradition as seen through the lens of history, spirituality, ethics, theology, and philosophy. It is comprised of six courses (18 credit hours). Two courses are required: CLAR 207 and THEO 362. The remaining courses (12 hours) are to be drawn from a series of Franciscan-related themed courses, for example: THEO 366, PHIL 405, HIST 405, NV 303, VA 352, etc.

A student who completes the required and elective courses of this minor will have an exceptional understanding of the uniquely Franciscan view of the world and the difference that a Franciscan education at St. Bonaventure University can make.

THE CENTER FOR ARAB AND ISLAMIC STUDIES

Director: Fr. Michael Calabria, OFM, Ph.D.

Faculty

Wardia Hart, Ed.M.

Ibrahim Zabad, Ph.D.

Mission

Inspired by the historical encounter between Francis of Assisi and the Sultan al-Malik al-Kamil in 1219, the Center for Arab and Islamic Studies in the School of Franciscan Studies at St. Bonaventure University seeks to promote an understanding of Arab and Islamic cultures, an appreciation of both their historical and contemporary significance in the global community, and respectful relations between Muslim and Christian people.

The Mission of CAIS comprises of four main areas: On campus instruction, Off-campus instruction, Community outreach and engagement, and Scholarship

Courses

Courses in Arab and Islamic studies are offered through various academic departments. See MODERN LANGUAGES for courses in Arabic. For other courses in Arab and Islamic studies, see: ART HISTORY, HISTORY, THEOLOGY, and WOMEN'S STUDIES. Summer courses will also be available through the School of Franciscan Studies.

Minor in Arabic and Islamic Studies

A minor in Arabic and Islamic Studies comprising of courses in language and culture is available. See MODERN LANGUAGES for details.

For more information of the mission and activities of the Center for Arab and Islamic Studies, visit:
<http://www/sbu.edu/CAIS>.

COURSE DESCRIPTIONS

ACCOUNTING (ACCT)

ACCT 201. Introduction to Financial Accounting. A fundamental course that presents accounting as the language of business and defines basic assumptions, principles and concepts. The objective of the course is to learn the basic concepts related to the preparation and analysis of financial statements. 3 credits. Fall and Spring.

ACCT 202. Introduction to Managerial Accounting. The primary objective of this first course in managerial accounting is for students to learn about managerial accounting as a support system for business decisions. The course will introduce students to the basics of managerial accounting information; explain its use in costing products and services; and explain its use in decision making, planning and controlling the business environment. Prerequisite: ACCT 201. 3 credits. Fall and Spring.

ACCT 305. Accounting Information Systems. An introduction to accounting information systems utilizing basic information systems theory. Systems analysis and design techniques and systems auditing methods will be used to evaluate accounting systems in use in industry today. Software will be used in a lab setting to provide "Real World" experiences. Topics include a discussion of accounting transaction cycles, internal computer accounting controls, computer crime, systems auditing, systems analysis and design, and business ethics. A total systems approach will be used throughout the course. Prerequisites: IT 120 & ACCT 201. 3 credits. Fall.

ACCT 308. Advanced Managerial Accounting. A comprehensive survey of current issues and concepts involved in management accounting. Topics will encompass issues applicable to all types of organizations, including manufacturing, merchandising, service and not-for-profit organizations. Product and service costing, cost allocation methods and business decisions using cost data comprise the course requirements. ACCT 201 & 202. 3 credits. Spring.

ACCT 310. Introduction to Taxes. An analytical study of the federal income tax statutes and regulations

relating to the taxation of individuals, partnerships, and corporations. Topics of discussion will include general concepts of gross income, business and non-business deductions, tax accounting methods and taxable periods, and gains and losses on dispositions of property. Students will prepare individual tax returns and engage in tax research projects related to course topics. Prerequisite: ACCT 201. 3 credits. Fall.

ACCT 360. Fraud Examination. This course takes a theoretical and practical focus on the detection, investigation and prevention of financial statement (management) fraud and occupational (employee) fraud including embezzlement, white-collar crime, and corruption. Topics include the evaluation of internal control systems, fraud investigation methods, accounting systems and cycles, the detection of fraud, accounting principles, fraudulent financial statement schemes, and auditor-fraud examiner responsibilities. The course also reviews the Sarbanes-Oxley Act and Statement on Auditing Standards No. 99 as it represents critically important fraud-related legislation and directives. The ultimate purpose of this course is to make students aware of how fraudulent activities are committed and the methods that can be utilized in preventing and detecting them. Prerequisites: ACCT 202. 3 credits. On occasion.

ACCT 361. Intermediate Financial Reporting I. First of a two-semester sequence studying the accounting theory and principles applied in the preparation of financial statements under both US GAAP and IFRS. This course studies the following topics: cash, receivables, inventories, long-lived assets & depreciation, financial instruments and revenue recognition. Prerequisites: ACCT 201 & 202. 3 credits. Fall.

ACCT 362. Intermediate Financial Reporting II. A continuation of ACCT 361, this course largely studies topics related to liabilities and equity. Examples of these topics are bonds, deferred taxes, pensions, leases, and earnings per share. Prerequisite: ACCT 305 & ACCT 361. 3 credits. Spring.

ACCT 399. Accounting Internship. A practical on-the-job experience in the area of Accounting whereby

students are employed by organizations in an environment that will supplement their formal education. Each internship is individually arranged and must be approved in advance by the internship director and the student's adviser. Internships may be taken during the school year or during the summer months. Students are evaluated by the organization for which they worked. All accounting majors are required to complete a minimum 400-hour, non-credit internship as part of the degree requirements. Internships are graded on the P, F system. 0 credits.

ACCT 401. Advanced Financial Reporting. A comprehensive study of business combinations and consolidated statements with special emphasis given to accounting for acquisitions through purchase and pooling of interests. Also, foreign operations, financial reporting for industry segments and interim financial reporting will be covered. Prerequisite: ACCT 362. 3 credits. Fall.

ACCT 402. Special Accounting Areas. This course studies: accounting for state and local governments, partnerships, college and university accounting, hospital accounting, VHW accounting, corporate reorganizations and liquidations, and estates and trusts. Prerequisite: ACCT 362. 3 credits. On occasion.

ACCT 403. International Accounting. A study of accounting from an international viewpoint. This course will cover the development of various accounting methodologies, reporting standards, taxation concepts, auditing environments, performance evaluation techniques, and corporate governance concerns. Particular emphasis is placed on similarities and differences between U.S. GAAP and IFRS. The course includes several case assignments to allow students to apply their acquired knowledge. Prerequisite: ACCT 201. 3 credits. Spring every 3 years.

ACCT 404. Advanced Taxes. A study of federal tax laws concerning advanced individual taxation concepts, business entities and their owners, and acquisition and disposition of property. A particular emphasis is placed on the tax concept of basis. Students will prepare entity tax returns and engage in tax research and tax planning projects related to course topics. Prerequisite: ACCT 310. 3 credits. Spring.

ACCT 405. Auditing. The theory and practice of the verification of accounting records in order to formulate an opinion on the fairness of financial statements will be studied. Attention will be given to auditing standards and procedures, internal control, audit sampling, professional ethics and the legal responsibilities of the accountant. Prerequisites: ACCT 308 and 362. 3 credits. Fall.

ACCT 420. Financial Statement Analysis. This course is the accounting capstone course. As such it emphasizes using accounting information for effective decision making. This course includes topics in not-for-profit accounting from the government and non-government sectors. It also includes advanced coverage of financial statement analysis. Students will further develop analytical and communication skills to demonstrate an understanding of and ability to communicate complex financial reporting issues. Prerequisites: Acct 362 and senior standing. 3 credits. Spring.

ACCT 498. Independent Study and Research. Research in selected topics in accounting under the supervision of a faculty member, designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits. On occasion.

ACCT 499. Special Topics. A well-defined course of study in specific topics in accounting that go beyond the regular course offerings.

ARABIC (ARBC)

ARBC 101-102. Elementary Arabic. The fundamentals of the script and grammar of Modern Standard Arabic. Seeks to develop students' proficiency and communication in listening, speaking, reading and writing. Students are also introduced to Egyptian Colloquial Arabic for conversational purposes. Prerequisite for 102: 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ARBC 201-202. Intermediate Arabic. Continues to develop language proficiency in Modern Standard Arabic. Focus is on the acquisition of more complex grammatical structures, expanding vocabulary, and on developing conversational competence in Egyptian Colloquial Arabic. Prerequisite: 102 and 201

respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ARBC 301-302. Advanced Intermediate Arabic.

Advanced language study in reading and writing Modern Standard Arabic, using a variety of historical, literary and culturally oriented materials.

Approximately half of the course is devoted to developing facility in Egyptian Colloquial Arabic for conversational purposes. Prerequisite: 202 and 301 respectively, equivalent, or permission of instructor. Six credits. Fall and Spring.

ARBC 335. Special Topics in Arabic: Language.

Directed reading and research in topics dealing with Arabic language. 1-6 credits. Prerequisite Arabic 302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

ARBC 435. Special Topics in Arabic: Literature and Culture.

Directed reading and research in topics dealing with Arabic cultures. 1-6 credits. Prerequisite Arabic 302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

ART HISTORY (ARTH)

ARTH 101. Survey of Western Art I. This course introduces the material cultures of early western civilizations and peoples, covering developments in painting, sculpture, and architecture from prehistory through the Middle Ages. Art and architecture from, e.g., the Stone Age, Near East, Egypt, Aegean, Greece, and Rome, will be presented, as well as from the early Christian, Byzantine, Islamic, Medieval, and Gothic traditions. Lectures and discussions will focus upon the way that art reflects culture, and is informed by social, political, and religious influences. 3 credits.

ARTH 102. Survey of Western Art II. This course examines artistic expression in Western civilization, beginning with the Renaissance and ending with the Modern period, while being attentive to the role of the artist in the history of art. Lectures and discussions will present major works and artists, and will also focus upon the way that art reflects culture, and is informed by social, political, religious, economic, and geographical influences. 3 credits.

ARTH 103. Survey of Western Art III. This course is an introduction to art from around the world, which covers the history of three geographic regions that have historically been categorized as “Art of the Non-Western Traditions” — Africa, Pre Columbian/Indigenous Arts of Meso —and North America, and the Art of the South Pacific/Oceania. The emphasis of the course is to develop an awareness, understanding, and appreciation of various art forms from cultures scattered around the world that have existed for thousands of years, representing multiple distinct lines of development. 3 credits.

ARTH 231. Japanese Woodblock Prints. This course will explore the genre of Japanese woodblock prints, known collectively as ukiyo-e, which literally means “pictures of the floating world,” a reference to the world of pleasures in urban Edo (present day Tokyo) during the Edo period (1603-1868). The development of the ukiyo-e prints in the 17 century, in the “Golden Age” of the late 18th and early 19th century, and in the decadence period of the 19th century will be traced. Various subjects will be examined such as the courtesans, popular actors, warriors and heroes, ghost stories, court classics, parody, shunga (erotic prints) and landscapes. Lectures will focus on the printing methods, the artistic style of individual artists and their particular school, the relationships between artists and publishers, patronage, the commercial system of distribution and circulation, and government censorship. The course will demonstrate how Japanese literature, theater, poetry and manga (comics) are relevant to the world of ukiyo-e. 3 credits.

ARTH 232. Japanese Film. This course examines the history and aesthetics of Japanese film, focusing on the ways in which Japanese film responded to, and developed independently of, American cinema. The work of the three greatest Japanese directors – Yasujiro Ozu (1903-1963), Kenji Mizoguchi (1898-1956), and Akira Kurosawa (1910-1998) will be emphasized, focusing on recurring narratives, themes, styles, and aesthetic traditions. The work of some modern and contemporary filmmakers will also be studied, compared, and contrasted to earlier traditions. 3 credits.

ARTH 234. Art of the Northwest Coast. This course is an introductory survey of the arts of the indigenous peoples of the Northwest Coast of North America, primarily of southern Alaska, British Columbia, Canada and the states of Washington and Oregon. The diversity and evolution of the basic art forms found in Northwest Coast art, from prehistoric to contemporary times, will be studied, with a focus on the function and meaning of the art in cultural and ceremonial contexts. The role of native artists of the Northwest Coast in expressing and maintaining a cultural and artistic identity also will be considered. 3 credits.

ARTH 301. Greek Art and Archaeology. The course examines the vase painting, sculpture, architecture, and other archaeological materials from ancient Greece, from the Bronze Age to the end of the Hellenistic Period. Emphasis will be placed upon stylistic analyses. Included are works from Crete, the Cyclades, the Greek mainland, and Greek colonies. 3 credits

ARTH 302. Roman Art and Archaeology. The course examines the painting, sculpture, architecture, and other archaeological materials of Italy and the Roman Empire from the time of the Etruscans to Constantine the Great. Emphasis will be placed upon the political and social role of art and architecture in ancient Rome, the dissolution of classical art, and the formation of medieval art. 3 credits.

ARTH 303. Medieval and Byzantine Art and Architecture. The course examines the painting, sculpture, mosaics, illuminated manuscripts, architecture, and other material culture, from the advent of Christian art to the fall of the Byzantine Empire. Particular emphasis will be placed upon the development of regional styles in art, and upon the changing architecture of Christian churches. 3 credits.

ARTH 310. Renaissance and Baroque Art. This course is a study of the history of the development of major and minor arts from the Early Renaissance through the 18th century, exploring the work of individual artists, and observing the changing role of the artist in society. Systems of art patronage will be explored, and the aesthetics of the given period or style will be assessed. 3 credits.

ARTH 311. 18th and 19th Century Art. This course will examine particular art movements from the 18th and 19th centuries, including Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism. Special attention will be paid to observing how, and understanding why, art, in its appearance, patronage, and reception, changed fundamentally in this period. 3 credits.

ARTH 321. Aesthetics. The course provides an introduction to the problems of aesthetics and the philosophy of art as treated by traditional and contemporary authors. Although topics vary, they typically include inquiries into: the concept of beauty, the nature and value of art, the aesthetic experience, and the evaluation and criticism of works of art. 3 credits.

ARTH 322. Contemporary Issues in Art. This course examines developments in art, beginning in the 20th Century, and exploring the formation of Modern and Post-Modern art movements, including the avant-garde and current art media. 3 credits.

ARTH 323. Women Artists, Then and Now. The course examines the lives, careers, and achievements of women artists and the related cultural environments from the Middle Ages to contemporary times in Europe and America; the Feminist movement beginning in the 1970s; and specifically feminist issues in art that are becoming widespread in artistic culture. The creative powers of women as consumers, producers, critics, supporters, objects, and subjects of "art" will be considered. To understand the work and the careers of women artists, one must be concerned with the art objects themselves, with the artists' lives and experiences, and with the social and political conditions in which their art has been produced, consumed, and evaluated. 3 credits.

ARTH 325. Art and Religion. The arts have been an important channel of religious expression from the ancient cave dwellers to the present. This course examines the role played by the arts in the Christian tradition and the modern secular world. The first part of the course focuses on the varied uses of music, painting, sculpture, etc., in the life and liturgy of the church, including theological interpretations of the role of art in liturgy. The second part examines

the spiritual power of contemporary secular forms of art. 3 credits.

ARTH 330. Asian Art. The course surveys the visual arts and architecture of Asia, focusing on India, China, and Japan, from prehistory to the present. Special attention will be given to placing the arts within their historical and cultural context, with particular emphasis on the relation between art and religion, including Hinduism, Buddhism, Daoism, Confucianism and Shintoism. Painting, sculpture, architecture, ritual objects, ceramics and other visual forms will be examined in relation to specific historical stages and political contexts. 3 credits.

ARTH 331. Japanese Art and Culture. This course is a survey of the art and visual culture of Japan, focusing on the development of the pictorial, sculptural, and architectural traditions from prehistory to the present. Topics to be investigated will include Buddhist painting, sculpture, architecture, narrative hand-scrolls, and ink paintings. Also included are the arts related with the Zen sect; the diverse traditions of the Edo period, as well as woodblock prints, ukiyo-e, and the development of arts of the Meiji, Taisho and Showa periods. 3 credits.

ARTH 332. Native American Art. This course is an introductory survey of the history of art and visual culture of the indigenous peoples of North America. The diversity of media, forms, and contexts from prehistory to the present day will be examined. Various art forms will be covered from sculpture, painting, pottery, beadwork, printmaking, glasswork and photography to performance and installation art. 3 credits.

ARTH 333. Introduction to Islamic Art & Architecture. This course is an introduction to the arts and architecture of the Islamic World from the rise of Islam in the seventh century to the twentieth century. We will examine the three principle vehicles for artistic expression in the Islamic world, namely, architecture, the arts of the book (calligraphy, illustration, illumination, and bookbinding), and the arts of the object (ceramics, metalwork, glass, woodwork, textiles and ivory). 3 credits.

ARTH 380. Museum Studies: Proseminar. The course is an introduction to the modern museum presented in three parts: (1) a general introduction to museums;

(2) a practical survey of how museums function (regarding exhibitions; collections; management; museum-law; finance, etc.); and (3) a review of some important topics currently under debate in the museum world and beyond. The course is conceived as a weekly proseminar, with lecturers speaking on a rotating (weekly) basis about their areas of expertise, in accord with the subject matter and assigned readings established on the syllabus. 3 credits.

ARTH 386. Museum Internship: Educational. The 'Museum Internship: Educational' course is designed as a practicum that focuses on involving the student in museum education programs, including a variety of community outreach initiatives and docentry. The internship requires a commitment of 150 hours per semester of enrollment. Attendance is mandatory. Interns are assigned work in aid of the educational of the QCA. The final project includes a portfolio of the intern's work during the semester. 3 credits.

ARTH 388. Museum Internship: Curatorial. The 'Museum Internship Curatorial' course is designed to include exposure to various aspects of museum work including collections, education/docentry and exhibitions. The internship requires a commitment of 150 hours per semester of enrollment. Attendance is mandatory. Interns are assigned work in aid of the curatorial of the QCA. The final project includes a portfolio of the intern's work during the semester. 3 credits.

BIOLOGY (BIO/BIOL)

BIO/BIOL 101. Fundamentals of Biology*. A human-oriented introductory course for non-science majors. Emphasis will be placed on the biological role of cell organization and function, integration of systems, inheritance of individual traits and the genetic basis of evolution. The laboratory will introduce a variety of investigational techniques used to study related problems at the cellular and organismal levels. Three hours lecture/1 laboratory per week. 4 credits. Fall and Spring.

BIO/BIOL 105. Biological Science I. The first half of a two-semester foundation course in biological science for science majors. The course includes a detailed examination of the cellular and molecular basis of life as well as introductions to modern molecular genetics, evolutionary theory, and the history of life

on earth. The laboratory component of the course involves a practical examination of the above topics with special emphasis on the scientific method as applied to biology and the writing of detailed laboratory reports. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO/BIOL 106. Biological Science II. The second half of a two-semester foundation course in biological science for science majors. The major emphases of this semester are animal biology, plant biology, and ecology. The form and function of animals and plants are examined on the molecular, cellular, organismal, and ecological levels. The laboratory component of the course involves a practical examination of the above topics with special emphasis on the scientific method as applied to biology and the writing of detailed laboratory reports. Three hours lecture/1 laboratory per week. Prerequisite: BIO 105 or BIO 101 with instructor permission. 4 credits. Spring.

BIO 110. Plants and Human Culture*. From foods, to medicines, to fibers, to building materials, plants serve a vital role in our lives. This course emphasizes how basic plant structure and function interfaces with human existence. Special attention is given to multi-cultural approaches to the use of plant material. Laboratory exercises are designed to highlight practical applications of botany. This course cannot be used to fulfill elective credit requirements for the biology major. Two hours lecture/one laboratory per week. 3 credits. On occasion.

BIO 112. Human Ecology*. This course is designed for the liberal arts student who is interested in the relationship between humans and their natural environment. The integrative concept of humans as one species in a global ecosystem will be emphasized. Elementary ecological principles will be applied to such environmental problems as energy resources, land use, air and water pollution, and species extinction. We will seek solutions along multi-disciplinary lines, including economics, political science, and environmental ethics. No prerequisites. Three hours lecture per week. 3 credits. Fall and Spring.

BIO 135. Introduction to Biotechnology. This course communicates the importance of scientific practices and their multifaceted application in daily life. The

lecture focuses on a current topic in biotechnology that relates to human life and that has caused social concerns. Students survey historical and current evidence to learn about the philosophy of science, the nature of the problem, the causes of concern, and the scientific findings. Students then use the knowledge and skills learned in the course to construct a scientific investigation. 3 credits.

BIOL 135. Introduction to Biotechnology Lab. This laboratory course provides a user-friendly environment to introduce basic biotechnology techniques and practices to help students understand how to address biotechnology-related social concerns. Laboratory exercises include different laboratory practices in the field of biotechnology, ways to analyze and interpret experimental data, and the how to arrive at conclusions based on evidence. 1 credit.

BIO/BIOL 211. Human Anatomy and Physiology-I*. A study of the structure and function of the human body. Special emphasis is placed upon correlating structure with function in an examination of the human body from the cell and cellular metabolism level to the complex systems level. The laboratory is correlated with lectures and includes exercises of cell and tissue structure and function and exercises covering and integrating the microscopic and gross anatomy of the integument, body membranes, skeleton, articulations, and muscles with their corresponding body functions. Prerequisite: Biology 101 or equivalent. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO/BIOL 212. Human Anatomy and Physiology-II*. A continuation of Biology 211 in which attention is given to the structure and function of biological integrating and control mechanisms and mechanisms for processing, transporting, secreting, and eliminating. Emphasis is given to body maintenance response to external and internal stress. Laboratory exercises cover nervous, endocrine, digestive, circulatory, respiratory and urinary structures and processes in maintaining homeostasis. Prerequisite: Biology 211 or equivalent. Three hours lecture/1 laboratory per week. 4 credits. Spring.

BIO 291. Genetics. A critical study of biological variation based on the molecular characteristics of

genetic information. The course will cover the mechanisms of transmission genetics, the structural nature of nucleic acids, gene expression and its regulation and the role of mutational events in promoting evolutionary change. Prerequisite: Biology 105/106. Three hours lecture per week. 3 credits. Fall.

BIO 292. Cell Biology. A study of the features and functions of cells in prokaryotic and eukaryotic organisms. Subjects include cell structure and compartmentalization, protein synthesis and transport, cell reproduction, cell differentiation, cellular signaling mechanisms, and technologies used in cell biology. Prerequisite: Biology 105/106. Three hours lecture per week. 3 credits. Spring.

BIOL 293. Genetics and Cell Biology Laboratory. This course uses laboratory experiments to provide students experiential learning opportunities for many of the topics covered in Genetics (BIO 291) and Cell Biology (BIO 292). These topics include transmission genetics, genetic and cellular pathways, recombinant DNA technology, chromosome structure, and cellular function. 1 credit. One three-hour laboratory per week. Prerequisite: BIO 105/106. Co-requisite: BIO 291 or BIO 292.

BIO/BIOL 310. Plant Biology. An introduction to the anatomy, physiology, reproduction, ecology, and evolution of plants. This course is designed to heighten your appreciation for and increase your knowledge of the diversity and complexity of the plant kingdom. The greatest emphasis will be placed on the flowering plants and plants of local significance. Two hours lecture/ 1 laboratory per week. Prerequisite: Biology 105/106. 3 credits. Spring of even years.

BIO 318-319. Research Participation I, II. A carefully supervised semester, or year, of organized and formal research on a specific problem to be determined by the student and the faculty adviser. Students will be admitted on a selective basis. A GPA of 2.7 in biology is required as well as permission of a faculty research adviser prior to registration. For successful completion, a research report which follows scientific protocol must be submitted and approved. 1 credit per semester Fall and Spring.

BIO/BIOL 321. General Microbiology. A study of the structure, growth, metabolism and ecology of microorganisms (viruses, bacteria, yeasts, molds, and protozoa). Approximately one-half of the lectures and laboratories are devoted to the study of pathogenic microorganisms. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Fall.

BIO/BIOL 331. Physiology and Anatomy of the Human – I. The first of a two-course sequence that studies the physiology and anatomy of the human body. The chemical and cellular bases for these sciences will be studied. The structure and correlated function of the integumentary, skeletal, muscular, digestive, endocrine and reproductive systems will be examined. The biological controls that result in the integration of these systems will be discussed. The laboratory will consist of the observation of organ system structures on the microscopic and gross anatomy levels. It will also use measurement techniques to quantitatively study physiological processes. Prerequisites: Biology 105/106, CHEM 302/L. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO/BIOL 332. Physiology and Anatomy of the Human – II. This course is the second in a two-course sequence concerning the physiology and anatomy of the human body, and covers the structures and functions of the nervous, circulatory, respiratory, and excretory systems, and also the regulation of organismal metabolism and energy balance. Prerequisite: Biology 331. Three hours lecture/1 laboratory per week. 4 credits. Spring.

BIO/BIOL 341. Ecology. An evaluation of the fundamental interrelations between organism(s) and environment. Field trips will be used to illustrate these phenomena. Prerequisite: Biology 105/106 or the equivalent. Two hours lecture/1 laboratory per week. 3 credits. Fall.

BIO/BIOL 350. Neurobiology. An investigation of how electrochemical events in the brain enable humans and other animals to respond to environmental stimuli. We start with a detailed study of the properties of individual brain cells and the neurochemical and biophysical factors that modulate their activity. This is then applied to a discussion of the processing of sensory input. At the end of the semester, we explore recent advances in one area of

neurobiology that is chosen by the students. In the laboratory, we discuss recent developments in neurobiology in a case-study format. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Spring of even years.

BIO/BIO 362. Animal Development. This course provides a detailed study of molecular and cellular control of embryonic and post-embryonic development in animals. Topics include fertilization, gastrulation, organogenesis, pattern formation, cell differentiation, and molecular signaling mechanisms in development. Evolutionary aspects of developmental biology and current research in the field will be addressed throughout the course. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Spring.

BIO/BIO 371. Biochemistry. A study of the structures and functions of biomolecules, bioenergetics, major catabolic and anabolic pathways, and the fundamentals of molecular genetics. The laboratory familiarizes the student with biochemical phenomena and provides experience with important techniques used in biochemistry. Prerequisite: Biology 105/106 and Chemistry 302/L. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO 390. Evolution. A detailed study of the fundamental principles of biological evolution, including natural selection; neutral theory; population-level evolutionary changes; molecular mechanisms of evolution; the role of morphological, behavioral, and molecular data in our understanding of evolutionary change; and methods of evolutionary research. The course will integrate classical conclusions with contemporary interpretations of evolutionary data, with emphasis placed on modern molecular-based methodologies. Prerequisite: Biology 291. Three hours lecture per week. 3 credits. Fall.

BIO 399. Biology Seminar. The seminar is intended for junior biology majors. Students will read and discuss in a seminar format a series of research papers from the biological literature, organized around a central theme. The themes will vary from semester to semester. Each student will be responsible for analyzing and presenting at least one paper during the course, along with weekly

participation in group discussions.

Prerequisite: Biology 105/106. 1 credit. Fall and Spring.

BIO/BIO 403. Freshwater Ecosystems. A study of the aquatic ecosystems of the world with special emphasis paid to lakes and streams of Western New York. Topics include the biology of the major aquatic plants and animals, and the effects of pollution on the aquatic ecosystem. Biological samples and physical and chemical data are collected from area lakes and streams and will be analyzed as a part of the laboratory section of the course. Prerequisite: Biology 105/106 and Chemistry 101/102. Two hours lecture/1 laboratory per week. 3 credits. Fall.

BIO/BIO 406. Plant Development & Physiology. Growth, development and differentiation of plants are under the control of several interacting factors including chemical, physical and genetic ones. Various aspects of chemical, nutritional and environmental effects on plants will be emphasized. The laboratory will emphasize the experimental methods used to study the various phenomena. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Spring of odd years.

BIO 418-419. Research Participation III, IV. A carefully supervised semester, or year, of organized and formal research on a specific problem to be determined by the student and the faculty director. Students will be admitted on a selective basis. A GPA of 2.7 in biology is required as well as permission of a faculty research adviser prior to registration. For successful completion a report which follows scientific protocol must be submitted and accepted by two faculty members. 1-2 credits per semester. Fall and Spring.

BIO 456-457. Senior-Faculty Colloquium in Biology. The colloquium is a series of meetings providing a more informal student-faculty interaction and exchange of ideas on biologically related subjects not normally covered in courses or that may have social, moral or philosophical implications beyond those routinely covered in the curriculum. This two-semester sequence is required of all seniors and is designed to satisfy the Comprehensive Examination requirement for biology majors. 0 credits. Fall and Spring

BIO 460. Biochemistry Seminar. This course surveys classic and current research papers in the areas of Cell and Molecular Biology. Students present their own research projects to reflect learning and understanding in the field of biochemistry. This fulfills the Comprehensive Examination requirement for students in the Biochemistry program. Prerequisite: Biology 466. 1 credit. Spring.

BIO/BIOL 466. Molecular Biology. This course takes the format of modern authentic research to interrogate biomolecules associated with meaningful phenotypes in eukaryotic cells from the perspective of how their structures determine specific functions, how genetic perturbations (e.g. mutations) and environmental factors influence the regulation of gene expression at mRNA and protein levels. Lecture topics provide sufficient knowledge for research background and methods for the projects. In the lab, students practice to integrate different background information and research methods in a semester-long open-minded project. Prerequisite: BIO 371. 3 hours lecture/1 hour laboratory per week. 4 credits. Spring.

BIO/BIOL 472. Immunology. This course examines the molecular and cellular basis of humoral and cellular immunity. Antibody structure and function, the origin of antibody diversity and the nature of cellular immunity are examined. Other topics include the role of the major histocompatibility complex in immunity, regulation of the immune system, manifestations of defective regulation (autoimmunity and hypersensitivities) and immunity to infectious agents. Prerequisite: Biology 371. 3 hours lecture/1 laboratory per week. 3 credits. Spring.

BIO/BIOL 490. Special Topics in Biology. The title and nature of this course will vary from semester to semester. The course will serve as an upper-level elective that focuses on a specific topic of Biology that is of special interest to a member of the department. The special topic and instructor will be announced prior to registration for the semester in which it is offered. 3 hours lecture/when appropriate, 1 hour laboratory per week. 3 credits.

BIO 494. Genomics. An introduction to the fields of genomics, functional genomics, and proteomics. The course begins with a description of methods used for sequencing and analyzing genomes. We then explore what is known about the structure and functional

organization of the genomes of prokaryotic and eukaryotic organisms. The course concludes with a discussion of the various approaches being used to determine the functions of individual genes, and how gene expression is regulated. In the laboratory, students use online databases and computational tools to explore and analyze genome sequences. Prerequisite: Biology 291. Two hours lecture/1 laboratory per week. 3 credits. Spring of odd years.

**These courses may not be taken by biology or biochemistry majors for credit toward their major.*

BUSINESS INTERNSHIP (BI)

BI 300A-309A. Business Internship. A practical on-the-job experience whereby students are employed by organizations in an environment that enables them to supplement their formal, theoretical business education. Each internship is individually arranged and must be approved in advance by the internship director and the student's adviser. Internships may be taken during the school year or during the summer months. Students are evaluated by the organization for which they worked and by the submission of a descriptive paper by the student. Numbering is as follows:

BI 300A General Business Internship
 BI 301A Accounting Internship
 BI 302A Management Internship
 BI 303A Marketing Internship
 BI 306A Finance Internship
 BI 308A Business Info. Systems Internship
 BI 309A Sports Management Internship

Prerequisites: Internships are available to business majors or secondary concentrations in business who have successfully completed most of the basic business courses. 1-3 credits. (dependent upon duties and responsibilities of the internship plus the length of time worked). The maximum credit available for all Business Internships is six credits. Internships are graded on the P, D, F system. See Policy Note below.

BI 300B-308B. Advanced Business Internship. An additional, practical on-the-job experience whereby students are employed by organizations in an environment that enables them to supplement their formal, theoretical business education. Each internship is individually arranged and must be

approved in advance by the internship director and the student's adviser. Internships may be taken during the school year or during the summer months. Students are evaluated by the organization for which they worked and by the submission of a descriptive paper by the student. Numbering is as follows:

BI 300B Advanced General Business Internship
 BI 301B Advanced Accounting Internship
 BI 302B Advanced Management Internship
 BI 303B Advanced Marketing Internship
 BI 306B Advanced Finance Internship
 BI 308B Advanced Business Information

Systems Internship. Prerequisites: Advanced internships are available to business majors or secondary concentrations in business who have taken the appropriate "A" internship. It is possible for a student to take the "A" and "B" level internships concurrently. 1-3 credits (dependent upon duties and responsibilities of the internship plus the length of time worked). The maximum credit available for all business internships is six credits. Internships are graded on the P, D, F system. See note below. Policy note: The number of business internships and small business practicum credits that a student may be able to apply to their degree requirements may be limited. Students should consult their major adviser.

BIOINFORMATICS (BIF)

BIF 401. Bioinformatics Seminar. This course explores recent research papers in the areas of Genomics, Bioinformatics, and Computational Biology, in a seminar format with student presentations. This course fulfills the Comprehensive Examination requirement for students in the Bioinformatics Program. Prerequisite: Biology 294. 1 credit. Spring.

BUSINESS INFO. SYSTEMS (BIS)

BIS 310. Business Information Systems. A survey and overview of modern business computer information systems. The course is the foundation course for study in the field of information systems. Students will be exposed to the historic, current and projected role of information systems as they affect organizations and society. Topics include system theory, system components, system analysis and design, telecommunications, database management,

privacy, artificial intelligence, security, and new information technologies. 3 credits. Fall and Spring.

BIS 320. Business Telecommunications. An introduction to telecommunications and data communications. Topics include telecommunications terminology and concepts, telecommunications technology, local area networks, wide area networks, electronic mail and electronic data interchange. Emphasis is placed on aspects of telecomputing such as competitive advantage, security and privacy. Prerequisite: BIS 310. 3 credits. Every 2 years.

BIS 335. Systems Analysis and Design. This course is the BIS capstone course. The course provides an overview of systems theory. It addresses the techniques for systems analysis, testing and implementation. Special attention is given computer-based information systems used in the business environment. Prerequisite: BIS 310. 3 credits. Every 2 years.

BIS 410. E-commerce. An overview of electronic commerce and examination of its role in the business environment. The student will study the impact of e-commerce on business models and the functional areas of the organization. Topics include electronic commerce terminology, Web-based marketing, electronic data interchange, regulations, risks, and risk management. Security issues such as authentication, firewalls and payment mechanisms will also be explored. Prerequisite: BIS 310. 3 credits. Every 2 years.

BIS 420. Information and Decision Support Systems. An overview of management information and decision support systems. The course covers computer resources, including hardware, software, data storage and management. User applications of a computer-based decision support system are covered. The course includes evaluation of hardware and software in the context of designing a business information system. Prerequisite: BIS 310 and status of senior management major who will be graduating within the next calendar year. 3 credits. Spring.

BIS 498. Independent Study and Research. Research in selected topics in business information systems under the supervision of a faculty member, designed to allow the student to probe specific interests that

lie beyond the coverage normally found in regular course offerings. 1-3 credits. On occasion.

BIS 499. Special Topics. A well-defined course of study in specific topics in business information systems that go beyond the regular course offerings. 1-3 credits.

BUSINESS LAW (BLX)

BLX 210. Business Law I. An introduction to the law, looking at the nature, type and sources of law, and the judicial system. Contracts, the elements necessary to form them, performance required, and breaches and their remedies. Sales, title and risk of loss, warranties, performance, and remedies. Negotiable instruments, form transfer, holders in due course, defenses. 3 credits. Fall and Spring. (Note: Accounting majors who plan to sit for the CPA exam are encouraged to take this course in the fall semester of their fourth year.)

BLX 211. Business Law II. The forms of doing business, sole proprietorships, partnerships, limited liability companies, and corporations including the rights, powers, and duties of shareholders, directors and officers. The law of secured transactions, agency, fiduciary duty, corporate governance, Sarbanes-Oxley, surety ship, insurance, Securities Law, and professional responsibility. 3 credits. Spring.

BLX 310. Sports and the Law. Study of the main business areas of the law and the underlying legal principles as they relate to sports management and marketing environment. Special emphasis on contract law, intellectual property, anti-trust laws and real property ownership and liability. Prerequisite: Junior standing. 3 credits. Spring every other year.

BLX 402. Legal Environment of International Business. Understanding the different parameters in international business from the domestic rules is the starting point for a comparative analysis of legal systems. How and why we engage in international business dealings and an introduction to the regionalization of the world. Every 3 years. 3 credits.

BLX 499. Independent Study. Research in selected legal topics. This offering is designed to allow the student to probe areas of specific interest which lie

beyond the coverage in regular course offerings. 1-3 credits. On occasion.

BUSINESS (BUS)

BUS 101. Elements of Business. An overview of the elements of business which exposes students to the major disciplines within business such as accounting, finance, marketing, production/operations, and human resources/ Topics treated include the role of business in society, economics, globalization, technology, law as it affects business, trends in management practices, and leadership. This class will provide a framework for all other coursework in the school of business. Prerequisite: Students will 18 completed credits or less OR with the permission of the Academic Coordinator in the School of Business. 3 credits. Fall and Spring.

BUS 199/299. Special Topics in Business. Each is a well-defined course of study targeting lower division students in a discussion of business topics that go beyond regular course offerings. 3 credits per course. Prerequisite: Permission of instructor.

CHEMISTRY (CHEM/CHML)

CHEM 101. General Chemistry I. Three hours of lecture per week. This course covers the atomic theory of matter, stoichiometry, gases, thermochemistry, atomic and molecular structures. No Prerequisites. 3 credits. Fall.

CHML 101. General Chemistry I Laboratory. Four hours of laboratory per week. This laboratory includes experiments designed to reinforce concepts taught in Chemistry 101. Co-requisite: Chemistry 101. 1 credit. Fall.

CHEM 102. General Chemistry II. Three hours of lecture per week. A continuation of Chemistry 101. Topics covered include condensed phases and solutions, chemical kinetics, acid-base chemistry, gas-phase and solution equilibria, oxidation-reduction reactions, and electrochemistry. Prerequisite: Chemistry 101. 3 credits. Spring.

CHML 102. General Chemistry II Laboratory. Four hours of laboratory per week. This laboratory

includes experiments designed to reinforce concepts taught in Chemistry 102.

Co-requisite: Chemistry 102. 1 credit. Spring.

CHEM 201. Analytical Chemistry. Three hours of lecture a week. A study of the theory and techniques of quantitative analysis, including gravimetric, volumetric, potentiometric, spectrophotometric and chromatographic methods. Prerequisite: Chemistry 102. 3 credits. Spring.

CHML 201. Analytical Chemistry Laboratory

Four hours of laboratory a week. The analytical determinations use the main techniques considered in Chemistry 201. Co-requisite: Chemistry 201. 1 credit. Spring.

CHEM 301. Organic Chemistry I. Three hours of lecture a week. This class integrates modern and classical theories of organic chemistry. Topics include structural formulas, equilibrium and rate concepts, stereochemistry, and reaction mechanisms of alkanes, alkenes, haloalkanes, alcohols, and phenols. Prerequisite: Chemistry 102. 3 credits. Fall.

CHML 301. Organic Chemistry I Laboratory.

Four hours of laboratory a week. This laboratory course integrates the practical aspects of organic chemistry with theory. Experiments are designed to teach basic techniques of separation, purification and analysis, and to synthesize various functional groups discussed in Chemistry 301. Co-requisite: Chemistry 301. 1 credit. Fall.

CHEM 302. Organic Chemistry II. Three hours of lecture a week. A continuation of Chemistry 301. The structure, properties and reaction mechanisms of aldehydes and ketones, carboxylic acids and their derivatives, amines, and aromatic compounds are discussed. A thorough introduction to structural analysis by NMR and IR spectroscopy is included. Prerequisite: Chemistry 301. 3 credits. Spring.

CHML 302. Organic Chemistry II Laboratory. Four hours of laboratory a week. A continuation of Chemistry 301L. Synthetic experiments correlate with topics in Chemistry 302. Prerequisite: Chemistry 301L. Co-requisite: Chemistry 302. 1 credit. Spring.

CHEM 401. Physical Chemistry I. Three hours of lecture a week. A systematic application of physical

and mathematical principles to chemical systems. Topics addressed include classical thermodynamics, equilibrium systems, and chemical kinetics. Prerequisites: Chemistry 102, Physics 104, Mathematics 152. 3 credits. Fall of alternate years.

CHML 401. Physical Chemistry I Laboratory. Four hours of laboratory per week. This laboratory includes experiments designed to reinforce concepts taught in Chemistry 401. Co-requisite: Chemistry 401. 1 credit. Fall of alternate years.

CHEM 402. Physical Chemistry II. Three hours of lecture a week. Topics addressed include quantum theory, atomic and molecular structure, chemical bonding and spectra, and an introduction to statistical mechanics and chemical dynamics. Prerequisite: Chemistry 401. 3 credits. Spring of alternate years.

CHML 402. Physical Chemistry II Laboratory. Four hours of laboratory per week. This laboratory includes experiments designed to reinforce concepts taught in Chemistry 402. Co-requisite: Chemistry 402. 1 credit. Spring of alternate years.

CHEM 427. Seminar in Chemistry. One hour a week. A lecture-discussion program devoted to current advances in chemistry and their relations to fundamental chemical principles. 0 credit. Spring.

CHEM 431. Instrumental Analysis. Three hours of lecture a week. A study of the theory and techniques of instrumental analysis, such as, potentiometry, polarography, spectroscopy, chromatography, mass spectrometry, NMR, and other advanced instrumental techniques. Prerequisite or Co-requisite: Chemistry 401. 3 credits. Fall of odd years.

CHML 431. Instrumental Analysis Laboratory. Four hours of laboratory a week. Introduction to instrumental techniques such as UV-Vis, FT-IR, FT-NMR, Raman, Fluorescence, GCMS, LCMS, and electrochemical potentiometry and voltammetry. Co-requisite: Chemistry 431. 1 credit. Fall of alternate years.

CHEM 441. Advanced Inorganic Chemistry. Three hours of lecture a week. A study of the basic models and concepts fundamental to inorganic chemistry and an introduction to the bonding, reaction mechanisms

and spectroscopic properties of transition metal complexes. Prerequisite or Co-requisite: Chemistry 401. 3 credits. Fall of alternate years.

CHEM 451. Advanced Physical Chemistry. Three hours of lecture a week. This course will focus on current topics in physical chemistry. Prerequisite: Chemistry 401. 3 credits. On occasion.

CHEM 470. Mechanisms in Biological Systems. Three hours of lecture a week. The well-established mechanistic principles of organic chemistry will be applied to chemical reactions occurring in vivo. Topics include the mechanisms for the metabolism of carbohydrates, fats, amino acids and secondary metabolites. Prerequisite: Chemistry 302. 3 credits. Spring of alternate years.

CHEM 480. Special Topics in Chemistry. An upper level/seminar course on a specific topic of special interest to a member of the department's faculty. The specific topic and instructor will be announced prior to registration for the semester in which it is offered. 2 or 3 credits. Fall or Spring.

CHEM 497. Work Experience. This course is designed to promote off-campus opportunities for students interested in broadening their undergraduate experience to include periods of paid employment, community service, travel or even independent study. All of the course requirements are handled by the student, the adviser, and the department chair. 3-6 credits. On demand.

CHEM 498. Undergraduate Research. Original research is performed under the supervision of a faculty member; both library and laboratory work are expected. Prerequisite: at least sophomore standing and consent of the faculty member involved. 1-3 credits. May be repeated for a maximum of 15 credits. Fall or Spring.

CHEM 499. Undergraduate Research. A continuation of Chemistry 498. A comprehensive written research report is required. 1-3 credits. Fall or Spring.

CHEM 4HP (1 and 2). Honors Project. A course which involves a two semester original laboratory project together with a comprehensive written report. Laboratory and library work along with consultation with the project director is required. Admission to

this course is at the discretion of the Department of Chemistry. A preliminary evaluation by the Department of Chemistry meeting as a committee of the whole will be conducted approximately the first week in November. A final evaluation of the project and its results will be conducted in late March or early April. Prerequisite: Senior Chemistry major. 3-6 credits (1=first semester; 2=second semester).

CHILDHOOD STUDIES (CHST)

CHST 493. Internship in Childhood Studies. The internship is the culminating experience in the professional preparation for students majoring in Childhood Studies. The internship is a supervised learning experience in an approved setting. The internship will involve students in working with professionals in the field. The internship is designed by the student in collaboration with his/her adviser, the department chair and the Director of Field Services. Possible internship sites include museums, hospitals, camps, social service agencies, children's homes, crisis intervention services, schools (in non-classroom teaching settings) and community correctional programs. The student will design and implement a project to complete during the internship in collaboration with the site and university supervisor. Co-requisite: SPED 460. The internship requires a minimum of 75 hours field experience. 3 credits. Fall and Spring.

COMPUTER SCIENCE (CS/CSL)

CS/CSL 101. Beauty and Joy of Computing. This course presents the history, social implications, great principles, and future of computing. It examines the computing applications that have changed the world and how computing empowers discovery and progress in other fields. The relevance of computing to the student and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will complete a substantial team programming project related to their interests. The course consists of two lecture hours and one two-hour laboratory per week. 3 credits. Fall and Spring.

CS 127. Computer Applications to Science and Engineering. An introduction to FORTRAN programming with an emphasis on numerical techniques used in the solution of problems from the

natural sciences and engineering. The course includes a substantial number of programming projects. 3 credits. Fall in even years.

CS/CSL 128 (ES/ESL 228). Geographic Information Systems. An introduction to the theory and practice of GIS, with applications to environmental planning and resource management. Classes will address basic cartography, creation and interpretation of computerized maps, use of aerial photographs and remote sensing data, and the analysis and modeling of spatial data. Labs will familiarize students with the management and analysis of spatial data using ArcView GIS software. A brief introduction to outdoor use of global positioning systems will occur at the end of the semester. Class and labs will emphasize group projects of practical and local application. Prerequisite: General competence with a computer. 3 credits. Spring in odd years.

CS/CSL 131. Computer Science I. This is the first course in the computer science major sequence. The course introduces the object-oriented approach to software design using the programming language Java. Topics covered are software design, implementation and testing, basic computer organization and source code translation. No previous programming experience is presupposed. The course consists of three lecture hours and one two-hour laboratory per week. 4 credits. Fall and Spring.

CS/CSL 132. Computer Science II. This is the second course in the computer science major sequence. The course utilizes the object-oriented design approach to building applications, which emphasizes the creation and utilization of reusable software tools. Students are introduced to data structures that are commonly encountered in building software applications and to the analysis of the efficiency of algorithms used to solve problems. The programming language Java is used to implement software designs. The course consists of three lecture hours and one two-hour laboratory per week. Prerequisite: CS 131 or equivalent. 4 credits. Fall and Spring.

CS 141. Artificial Intelligence. A survey of the study of human intelligence using the computer and robots. The first half of the course focuses on traditional artificial intelligence, which assumed that human intelligence involves computations over internal or

mental representations of the world. Topics include search, planning, problem solving, and natural language processing. The second half of the course looks at behavior-based robotics, which assumes that behavior, including intelligence behavior, is the product of the interaction between a bundle of sense-behavior pairs that do not require memory or a world model. 3 credits. Fall in odd years.

CS 231. Computer Organization. A study of the organization of computer systems. Topics include the representation of information, conventional machine and assembly language, circuit design, and organization of the major components of a computer, e.g. the CPU, memory, I/O devices, etc. Students will become familiar with assembly language programming and will use simulators to learn about hardware components. The course includes three lecture hours and one two-hour laboratory period per week. Prerequisite: CS 132. 4 credits. Fall.

CS/CSL 234. Programming Methodologies. A study of several modern approaches to practical software development at both a high and low level of abstraction. Students will become familiar with the Client-Server and Event-Driven models of software design, with elementary design patterns such as Adapter and Model-View-Controller that support these models and with techniques such as test-driven design and refactoring that aid in the implementation of these ideas. The course is primarily project-based and includes three lecture hours and one two-hour laboratory session each week. Prerequisite: CS 132. 4 Credits. Spring.

CS/CSL 243. Database Management Systems. An introduction to database management systems, including database design and application development. Different database models are introduced, with emphasis on the relational model. The theoretical principles underlying the design of a database and the physical storage of data and its integrity are covered. The laboratory component is used to design and implement a real-world database application that illustrates theory. Prerequisite: CS 132. 4 credits. Fall.

CS 244. Data-Driven Web Application Development Introduction to the design and implementation of a database-driven application using a tool such as Microsoft® ASP.Net. Students will design and

implement an e-commerce application based upon a SQL server database. The course presupposes familiarity with relational database design and application development. Topics include Visual Studio. Net tools for managing data sources, data controls for populating Web pages, data presentation tools, configuring, deploying and trouble-shooting an ASP.Net application. Students will build a data-driven website. Prerequisite: CS 132. 3 credits. Spring in odd years.

CS/CSL 254. Computer Networks. A study of computer networks based on the OSI model of a layered network architecture. The TCP/IP protocol suite is used to illustrate network protocols. The course includes an overview of local area networks, routing algorithms, and network applications. The course consists of three lecture hours and one two-hour laboratory per week. The laboratory component provides experience in network programming using sockets. Prerequisite: CS 132. 4 credits. Spring in even years.

CS/CSL 256. Computer Graphics. A survey of two- and three-dimensional computer graphics including graphics standards, graphics systems at both the hardware and software levels, and the implementation of graphics techniques for rendering an image. The course focuses on the architecture of computer graphics systems, and students will be expected to program within such systems as part of the course work. The course includes three lecture hours and one two-hour laboratory period per week. Prerequisite: CS 132 and either Math 208 or Math 151. 4 credits. Fall in odd years.

CS/CSL 257. User Interface Design. This course will expose the student to a wide variety of material related to the design of user interfaces. Command-line, batch, and event-driven models of user interaction will be discussed as well as presentation styles, models of communication and cognitive processes, and the social implications of user interface design. Students will study the theory of user interface design in class and will put that theory into practice through laboratory exercises and team projects. Prerequisite: CS 132. 4 credits. Fall in even years.

CS 331. Principles of Programming Languages. A study of the fundamental principles around which

programming languages are designed. Topics include language specifications, syntax and semantics, data types, control statements, support for abstraction, and program organization. Students will be exposed to issues involving compilation, interpretation, lexical analysis, and parsing as well as to languages in each of the major paradigms. The course includes three lecture hours per week. Prerequisite: CS 234. 3 credits. Spring.

CS 332. Theory of Computation. A mathematical treatment of formal language theory and how it relates to computer science. Topics include automata, grammars, Turing machines, computability, and computational complexity. The course includes three lecture hours per week. Prerequisite: CS 333. 3 credits. Fall.

CS 333. Algorithms and Data Structures. A study of abstract data types including trees, hash tables, and graphs. The course will study each of these in the context of the analysis of algorithms and algorithm design techniques in general. Intractable and unsolvable problems and their implications will also be covered. Prerequisites: CS 132 and MA 208. 3 credits. Fall.

CS/CSL 341. Artificial Intelligence with Laboratory. A laboratory course that implements some of the artificial intelligence systems discussed in CS 141. The course is designed for computer science majors wishing to take CS 141 for credit towards the major. It must be taken at the same time as CS 141. The Prerequisite is enforced strictly. Prerequisite: CS 132. 4 credits. Fall in odd years.

CS 342. Robotics and Computer Vision. The course introduces the design of autonomous robots that are capable of carrying out tasks that involve intelligence. Higher-level intelligent behavior is built upon low-level algorithms that govern robot-environment interaction. Tasks examined are navigation, planning, object manipulation, and object recognition using 2-dimensional vision. Behavior control algorithms are developed for and tested on Khepera robots, miniature robots designed for this purpose. Prerequisite: CS 333. 3 credits. Spring.

CS/CSL 346. Operating Systems. A study of modern multi programmed operating systems including

system structure, concurrency, process scheduling and control, memory management, file systems, and system performance. The course consists of three lecture hours and one two-hour laboratory per week. The laboratory component provides experience in concurrent programming using Java threads and in system level programming using C in a UNIX environment. Prerequisite: CS 231. 4 credits. Spring in odd years.

CS 354. Introduction to Network Security.

Introduction to network security auditing. Students will learn how to perform the different phases of an audit, including discovery and penetration, as well as how to prevent hackers from controlling your network. This course introduces various tools to help students in the auditing process. Students will be exposed to international standards, along with time-tested methods for auditing a network efficiently, and they will be able to use specific, practical tools for counteracting network attacks. Finally, they will be able to analyze all findings and make informed recommendations for establishing the best security possible in a given scenario. Prerequisite: CS 254. 4 credits. Offered periodically.

CS 380. Special Topics in Computer Science. An intensive study of an aspect of computer science not fully treated in a regularly scheduled course. Prerequisite: Instructor approval. 3 credits. Offered periodically.

CS 442. Advanced AI and Robotics Projects. Faculty directed independent study in artificial intelligence or robotics. Prerequisite: CS 341 or 342. 1–3 credits.

CS 446. Advanced Operating System Projects. Faculty directed independent study in operating systems. Prerequisite: CS 346. 1–3 credits.

CS 454. Advanced Computer Networks Projects. Faculty directed independent study in computer networks. Prerequisite: CS 254. 1–3 credits.

CS 456. Advanced Computer Graphics Projects. Faculty directed independent study in computer graphics. Prerequisite: CS 126 or 256. 1–3 credits.

CS 457. Advanced User Interface Projects. Faculty directed independent study in user interface design. Prerequisite: CS 257. 1-3 credits.

CS/CSL 490. Software Engineering. The course provides an overview of software requirements analysis, the software design process, verification and validation, software maintenance, and documentation. A major component of the course is a project that provides experience in the analysis and design of a software product using an object-oriented methodology. Prerequisite: Computer Science major with senior level status. 3 credits. Fall.

CS 491. Internship in Computer Science. This program provides students with on-the-job training and experience which is not obtainable in classroom situations. The student is expected to secure a full-time position which involves significant work in an area of computer science. Each internship is individually arranged, subject to the approval of the computer science faculty. Prerequisite: CS 333. Approval must be granted before the internship begins. 1-3 credits.

CS 492. Independent Study in Computer Science. Independent study or project in some area of computer application or computer science under supervision of computer science faculty. Prerequisite: CS 333. 1-3 credits.

CS 495. Technical Consulting in the Community. This course provides students with the opportunity to experience a technical consulting role with a local non-profit community organization. The student will apply professional and communication skills as he/she works with a community partner as a technical consultant. The student will spend at least three hours a week on-site at the organization and will write and present consulting reports based on his/her experience. Prerequisite: CS 132 with junior or senior level status. 3 credits. Spring in even years.

COMPUTER SECURITY & INFO ASSURANCE (CSIA)

CSIA 101. Introduction to Information Security. This course is an elective to introduce students in any major to the Information Security field. Students will be introduced to main domains of Information Security and Information Assurance as represented in the COMPTIA Certification exam Security Plus. Upon successful completion of this course as documented through writing, objective testing, case studies, laboratory practice, and/or classroom discussion, the

student will be able to: Define information security and explain why it is important Identify types of attackers, analyze vulnerabilities, attacks and suggest appropriate defenses. Describe various software security applications and vulnerability scanning tools. Explain the different types of logical and physical access control. Understand and explain authentication, authorization and accounting as it relates to computer security. Define and explain risk, risk management, and penetration testing. 3 credits. (offered in conjunction with Hilbert College)

CLASSICAL CULTURE (CULT)

The following courses are given in English to benefit students in other fields as well as to supplement the courses for majors in Classical Languages.

CULT 101. Greek Civilization. A general survey of the political, intellectual and cultural features of Greek History from its prehistoric beginnings in the fourth millennium B.C. to the founding of Constantinople in 330 A.D. Required of all Classical Studies majors. 3 credits. Fall.

CULT 102. Roman Civilization. A survey of the social, civil and cultural development of Rome from the beginning to 476 A.D. Required of all Classical Studies Majors. 3 credits. Spring.

CULT 103. Greek and Roman Mythology. The gods and goddesses of Greco-Roman paganism, both in their relationships amongst themselves and with the world of humans, are studied through (at least) two major ancient literary works and one near-contemporary novel. Required of all Classical Studies majors. 3 credits. Fall.

CULT 105. The Heroic Greeks. A study of the various types of hero and of anti-hero as they appear in Greek literature. 3 credits. Spring.

CULT 106. The Women of Greece. A survey of the status, role and figure of women in Greek history. 3 credits. Spring.

CULT 107. Greek and Roman Drama. A study of the comedies and the tragedies of the Greeks and Romans. 3 credits. Spring.

CULT 201-202. Latin and Greek Etymology. A study of the derivations of English words from Latin and Greek. 6 credits. Every Fall-Spring.

CULT 205. Greek Literature in Translation. Selections from the greatest works of the Greek writers are read in translation. Works may be studied according to literary genres or eras. 3 credits. Fall.

CULT 206. Latin Literature in Translation. Selections from the greatest works of the Latin writers are read in translation. Works may be studied according to literary genres or eras. 3 credits

EARLY CHILDHOOD EDUCATION (ECED)

ECED 240. Foundations of Early Childhood Education. This is the introductory course in early childhood education examining the history, theory, trends and contemporary issues in early childhood education. The role of families, schools, agencies and the community in the care and education of children birth to age 8 will be examined. The course examines roles, ethical issues and standards for early childhood educators. Fifteen (15) hours of field experience required. 3 credits. Fall, Spring.

ECED 420. Curriculum and Assessment for Early Childhood Education. This course is an examination and evaluation of developmentally appropriate early childhood curriculum. Emphases include play, language and integrated activities. Students will construct curriculum plans and design appropriate materials. The course explores appropriate assessment procedures for children birth through age 8. Communication and collaboration with families and the community are emphasized. Thirty-five (35) hours of field experience required. 3 credits. Fall, Spring.

ED/ECED 490 Student Teaching: Elementary/Early Childhood. Student teaching is the culminating experience in the professional preparation of teachers. The elementary student teaching experience (1-3) consists of approximately seven weeks in an elementary/early childhood classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long- and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate

assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits.

ECONOMIC CRIME (ECI)

ECI 333. Information Security. This course is designed to introduce students to the development of information security policies and planning. Information systems, and the tools and techniques needed to establish, monitor and maintain information security will be examined. 3 credits. (offered in conjunction with Hilbert College)

ECI 355. Computer Crime. The media reports terrorist attacks on computer centers, electronic fraud on international funds transfer networks, viruses and worms in software and email, corporate espionage on business networks, and crackers breaking into systems on the Internet. Computer criminals are becoming ever more technically sophisticated, and it's an increasing challenge to keep up with their methods. This course will focus on computer crimes, what they are, how to prevent them, and how to detect, investigate and prosecute them if they do occur. Computer crime laws will also be covered. Other topics will include evidence collection during a computer crime investigation as well as the preparation and execution of a search warrant. 3 credits. (offered in conjunction with Hilbert College)

ECI 360. Computer Forensics. A police officer makes a gruesome discovery, a body is found. Located near the corpse is a cellular telephone, a digital camera and a computer. The officer is unsure on how to proceed. On the other side of town, a search warrant of a business is being conducted. A server and the computers networked to it are believed to contain evidence of a crime. The detectives are trying to decide on what to seize and how to take it. More and more crimes involve digital evidence that requires seizing, imaging and analysis. The evidence needs to be reviewed for possible investigative leads and for possible presentation in court. This course will focus on how to properly seize, image and examine digital evidence. It will include creating and verifying the duplicate image of digital evidence,

analyzing the data to locate evidence, and recovering evidence. 3 credits.

ECI 365. Investigative Software Tools. This course is designed to introduce students to the development of information security policies and planning. Information systems, and the tools and techniques needed to establish, monitor and maintain information security will be examined. 3 credits.

ECONOMICS (ECO)

ECO 101. Microeconomic Principles. An introductory investigation of economics as it relates to individual economic units (e.g., the firm). Emphasis is placed on price theory within the context of various market structures. 3 credits. Fall and Spring.

ECO 102. Macroeconomic Principles. An introductory investigation of economics as it relates to aggregate economies (e.g., a nation). Emphasis is placed on the determination of national income and the composition and pricing of national output. 3 credits. Fall and Spring.

ECO 308. Environmental Economics. Studies the efficient use of society's scarce environmental resources. Environmental economics is a course in applied welfare economics with an emphasis on market failures (externalities and common access resources), and solutions to market failures, along with the economic valuation of environmental amenities such as clean air and water. Prerequisite: ECO 101. 3 credits. On occasion.

ECO 313. Intermediate Microeconomics. This course develops the economic theory of the firm and consumer choice. The former includes analyses of market structures, output and input pricing decisions, cost minimization, and profit maximization. The latter characterizes consumer's optimal decisions given their incomes, preferences and the relative prices of various goods. The course develops tools for analyzing how these optimal choices change when relative prices and consumer incomes change. Also, the course presents several measures on consumer welfare. Other topics may include general equilibrium analysis, market failure, public economics, public choice, decision making under uncertainty, and game theory applications. The course relies on calculus when presenting and

developing the various economic models.
Prerequisites: ECO 101, MATH 122 or MATH 151. 3 credits.

ECO 314. Intermediate Macroeconomics. An advanced look at Macroeconomics as it relates to households, firms, the government, and the Federal Reserve. Analytical, graphical, and mathematical solutions to economic problems will be explored. Topics include GDP, unemployment, inflation, money, growth theory, and international trade and finance. Prerequisites: ECO 101, 102 MATH 122 or MATH 151. 3 credits.

ECO 498. Independent Study and Research. Research in selected topics in economics under the supervision of a faculty member, designed to allow the student to probe specific interests beyond those normally found in regular course offerings. 1-3 credits. On occasion.

ECO 499. Special Topics. A well-defined course of study in specific topics in economics that goes beyond the regular course offerings. 1-3 credits. On occasion.

EDUCATION/SPECIAL ED (ED/SPED)

ED/SPED 490. Elementary Student Teaching: Primary/Students with Disabilities. Student teaching is the culminating experience in the professional preparation of teachers. The primary student teaching experience (K-3) combined with the student teaching for students with disabilities consists of approximately seven weeks of full-time experience in an inclusive primary grade classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long- and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional teacher. Prerequisite: SPED 430, SPED 450. 5 credits. Fall, Spring.

ED/SPED 491 Elementary Student Teaching: Intermediate/Students with Disabilities. Student teaching is the culminating experience in the professional preparation of teachers. The primary student teaching experience (4-6) combined with the student teaching for students with disabilities

consists of approximately seven weeks of full-time experience in an inclusive primary grade classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characterizes and ethics of a professional teacher. 5 credits. Fall, Spring.

ELEMENTARY EDUCATION (EDUC)

EDUC 099A. Safe Schools Workshop. All applicants for a New York certificate on or after February 2, 2001 are required to complete two clock hours of course work or training in school violence prevention and intervention in accordance with section 3004 of the Education Law. This two-hour workshop fulfills this requirement for New York candidates. 0 credits. Fall, Spring.

EDUC 099B. Child Abuse Prevention. All applications for New York certification are required to complete two clock hours of coursework or training regarding the identification and reporting if suspected child abuse and maltreatment in accordance with Section 3003(4) and 3004 of the Education Law. This two hour workshop fulfills this requirement of New York candidates. 0 credits. Fall, Spring.

EDUC 099D. Cultural Diversity Workshop. This daylong workshop is required for certification candidates in St. Bonaventure University's registered initial certification programs. It provides knowledge, skills, and resources essential to the operation of a culturally affirming classroom and furthers the development of culturally competent classroom teachers. 0 credits. Fall, Spring.

EDUC 099F. Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention. This course will address the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. It will also cover the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of

exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certificate requirements in 14(5) of Chapter 102 of the Laws of 2012. 0 credits. Fall, Spring, Summer.

EDUC 099K. Experience in Diverse Environments.

This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting. 0 credits.

EDUC 201. Introduction to Teaching. This course introduces students to the world of teaching. Students will be introduced to: the work of teachers; historical and philosophical aspects of the American school system from a global perspective; the various roles of school personnel; basic curriculum principles; the political facets of school decisions; ethical and legal issues; the role of standards and standard-setting entities; and the terminology and jargon of education. Students will initiate their own personal philosophy and will begin to develop a professional portfolio that will document their process of becoming a teacher. Field component: 10 hours observation. 3 credits. Fall, Spring.

EDUC 208. Designing and Delivering Instruction.

This course introduces students to the basic models, strategies, resources, and management tools used to implement instruction. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practices that are major strands in the course. Co-Requisite: 220L. 3 credits. Fall.

EDUC 210. Human Development and Learning. This course introduces students to human developmental processes and the nature of learning. The study of development includes physical and biological systems, individual cognitive and affective processes and sociocultural models and influences. The nature of learning encompasses theories of learning and classroom application. The course provides an orientation and background for sound educational practice. 3 credits. Fall, Spring.

EDUC 211. Introduction to Sign Language. This course is designed for students having no previous knowledge of American Sign Language (ASL). It provides a basic understanding of ASL including principles of sign formation, history of ASL, knowledge of the deaf community and its cultural

protocols, finger spelling, numbers, and a basic core vocabulary for the student to communicate in ASL conversation at the beginning level. Acquisition of both comprehension and production skills are encouraged by using the functional/notional (voiceless) approach for instruction. No Prerequisite needed. 3 credits. Fall.

EDUC 212. Intermediate Sign Language. This course expands the basic knowledge presented in ASL I. Spontaneous interaction in ASL mode is stressed by (voiceless) functional/notional instruction. Guided classroom conversations and activities encourage mastery of basic linguistic features, use of cultural protocols, additional core vocabulary, and more sophisticated finger spelling technique. Prerequisite: EDUC 211. 3 credits. Spring.

EDUC 214. Honors Human Development and Learning. This course introduces students to human development processes and the nature of learning. The study of development includes physical and biological systems, individual cognitive and affective processes and sociocultural models and influences. The nature of learning encompasses theories of learning and classroom application. The course provides an orientation and background for sound educational practice. 3 Credits. Fall, Spring.

EDUC 220. Basic Instructional Design. This course introduces students to the essential components of instructional design. Topics include lesson-planning, models of teaching, instructional strategies, techniques and materials. This course includes requirements related to teaching and technology. Assignments will enhance competence with the use of computers as a tool for the teacher and for teaching. Curriculum development, standards and classroom management are included in the course content. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary computer skills. Field component: 35 hours tutoring. Co-requisite: EDUC 220L. Prerequisite: EDUC 201, EDUC 210. 3 credits. Fall, Spring.

EDUC 220L. Basic Instructional Design Lab. This course requires students to log hours in a supervised technology lab in order to complete assignments and

demonstrate mastery of technology skills. Co-requisite: EDUC 220 or 208. Prerequisite: EDUC 201. 0 credits. Fall, Spring.

EDUC 232. Independent Study/Research Assistant.

This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. The study may be directed toward any related field of study which could include: research in an area school, creative projects, seminars, or other projects as deemed appropriate by the faculty member and approved by the chair of the department. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of faculty members with whom to work, guidelines set by the professor and provide any feedback to the lead professor and the program director/chair. Students may not take the course for more than 3 credit.

EDUC 250. Adolescent Development and Learning.

This course encompasses lifespan growth and development emphasizing late childhood, adolescent and young-adult issues. The study of development includes physical and biological systems, individual cognitive and affective processes, and socio-cultural models and influences. The course provides an orientation and background for sound educational practice. 3 credits.

EDUC 260. Instructional Strategies-Middle Level Education.

This course provides an overview of middle level learning environments and instructional strategies that promote active involvement of learners within that structure. Students will investigate early adolescent developmental characteristics, research background, current trends and issues in middle level education and explore techniques utilized in an effective learning environment, including organization, curriculum, instruction and classroom management. Prerequisites: EDUC 220. 3 credits.

EDUC 270. English Language Learners in K-12 Classrooms.

This course prepares prospective teachers to work effectively with English language learners (ELLs) in preK-12 classrooms so as to increase the ELL's achievement and adjustment in the classroom. The course will explore ELL student's varied backgrounds, laws and regulations regarding ELL instruction, lesson plan development for

appropriate instruction and assessment procedures, selection of classroom management styles, and collaboration and co-teaching methods. 3 credits.

EDUC 304. Methods, Models, and Management of Instruction.

This course introduces students to the methods and models of instruction and develops competencies in structuring lessons. Students learn to match objectives with appropriate assessments, accommodate individual learner differences, use research to make instructional decisions, manage instruction in a dynamic and interactive classroom environment, and reflect on their practice. Field Block 1 course taken concurrently with EDUC 310 and EDUC 312X. Prerequisites: EDUC 201, 210, 220, and SPED 230. 3 credits. Fall, Spring.

EDUC 305. Music, Art and Physical Education in the Elementary School.

This course introduces students to music, art and physical education methods for the classroom teacher. One-third of the semester is devoted to each area.

Music: This component addresses fundamentals of music notation; theory and ear training; singing and music listening; basic organization of the elementary school music program; and rhythmic, keyboard and creative activities.

Art: This component addresses methods and materials for teaching elementary art and covers: fundamental elements of design needed to develop an aesthetic awareness and sensitivity in elementary school students and teachers; basic organization of the elementary school art program; and practical application of the various art media in elementary art programs.

Physical Education: This component will center on the organization, methods and materials regarding physical education content for kindergarten through grade six. Active learning approaches to gross motor activities will be implemented. 3 credits. Fall, Spring.

EDUC 306. Managing Instruction & Behavior.

This course introduces students to the skills of managing the instructional process through identification of curriculum to be taught, standards integration, instructional delivery, assessment and re-teaching. Information is also

provided on the various theories and models of classroom management and managing individual student behavior to improve learning and student success. 3 credits. Spring.

EDUC 310. Methods for Teaching Elementary Social Studies and Language Arts. This course introduces students to the materials and strategies for teaching elementary social studies and language arts in an integrated manner. Emphasis is placed on initial and developmental literacy instruction. The course defines the scope and sequence, as well as state and local standards for literacy curricula. Students will plan and teach lessons in reading, writing, listening and speaking. Field Block 1 course taken concurrently with EDUC 304 and EDUC 312X. Prerequisite: EDUC 201, 210, 220 and SPED 230. 3 credits. Fall, Spring.

EDUC 312X. Developmental Reading. This course examines the philosophical frameworks of a variety of reading theories and instructional approaches. The course defines sequential reading instruction from decoding print to comprehension with emphasis placed on initial and developmental literacy instruction. State and local standards for literacy curricula are addressed in choosing effective practices and making optimal use of available literacy resources. Principles of teaching reading are applied to actual classroom practices. Field Block 1 course taken concurrently with EDUC 304 and EDUC 310. Prerequisites: EDUC 201, 210, 220 and SPED 230. 3 credits. Fall, Spring.

EDUC 325. Children's Literature. This course explores a range of children's literature in English, including traditional tales, picture books, fiction and non-fiction genres and subgenres. We will think critically about what these texts tell us about children's literature as a genre, what literature for young readers reveals about how we understand childhood, and how these books participate in larger movements in history, culture, and art. We will think about the initial and evolving impacts of a few benchmarks in the history of children's literature, and how these canonical texts resonate through children's literature and through culture at large. 3 credits. On occasion.

EDUC 330. Methods, Models and Management of Instruction. This course addresses specific issues in secondary subjects. Students apply discipline-specific

knowledge of basic instructional models, strategies, resources and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline-specific curriculum standards, current issues, and professional development. 2 credits. Spring.

EDUC 332. Independent Study/Research Assistant. This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. The study may be directed toward any related field of study which could include: research in an area school, creative projects, seminars, or other projects as deemed appropriate by the faculty member and approved by the chair of the department. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of faculty members with whom to work, guidelines set by the professor and provide any feedback to the lead professor and the program director/chair. Students may not take the course for more than 3 credit hours.

EDUC 333. Secondary English Methods. This course examines the methods, skills and best practices for English teachers. The recommended practices and activities from National Council of Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. 1 credit.

EDUC 337. Secondary Languages Other than English Methods. This course exams the methods, skills and best practices for Language Other Than English (LOTE) teachers. The recommended practices and activities from the National Council of Teachers of LOTE provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific standards, current issues, and professional development. 1 credit. Spring.

EDUC 338. Secondary Social Studies Methods.

This course examines the methods, skills and best practices for Social Studies teachers. The recommended practices and activities from the National Council of Teachers of Social Studies provide the basis for this content specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. 1 credit.

EDUC 340. Secondary Math Methods. This course examines the methods, skills and best practices for Math teachers. The recommended practices and activities from the National Council of Teachers of Math provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. 1 credit. Spring.

EDUC 341. Secondary Science Methods. This course examines the methods, skills and best practices for Science teachers. The recommended practices and activities from the National Science Teachers Association provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. 1 credit. Spring.

EDUC 354. Problems of Literacy in the Secondary School. This course is designed to address the various difficulties teachers encounter when trying to teach reading to a diverse group of secondary learners. Special needs, English language learners, emotional, economic, social and cognitive problems will be explored. Students will learn strategies teachers can use to enhance literacy of secondary learners. 3 credits.

EDUC 360. Literacy in the Content Area (Field Block).

This course is a survey of literacy methods and study skills, critical thinking techniques and information processing for literacy in grades 6-12. The course includes text analysis, the role of metacognition and prior knowledge in reading, the integration of the language arts with content subjects, and the use of technology. The role of content teachers in supporting literacy development and in integrating literacy across all subjects is stressed. 3 credits.

EDUC 387. Child Advocacy Studies I. This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy, this class focuses on these controversies. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary. 3 credits.

EDUC 388. Child Advocacy Studies II. This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's knowledge and skills in identifying, investigating and prosecuting child maltreatment. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal and other areas where knowledge of child maltreatment investigation and advocacy are necessary. 3 credits.

EDUC 389. Child Advocacy Studies III. The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal or other areas where knowledge of child maltreatment and advocating for children will be necessary. An experimental lab for this course

involves court room observation and interaction with children. 3 credits.

EDUC 399. Special Topics in Education. This is a well-defined course of study in specific topics in education that goes beyond the regular course offerings.

EDUC 401. Diagnostic and Prescriptive Reading
This course introduces students to the fundamentals of evaluating the literacy competencies of elementary students. Students learn individual and group strategies for informal and formal diagnosis of literacy difficulties. Emphasis is placed on utilizing research and best practice to determine appropriate prescriptions for remediation. Field Block 2 course taken concurrently with EDUC 425 and EDUC 430. Prerequisites: Field Block 1. 3 credits. Fall, Spring.

EDUC 406. Evaluating Learners and Learning
Students investigate the uses and functions of traditional and alternative assessments in the context of 1) recognized measurement principles; 2) national, state and local standards, and benchmarks; and 3) sensitivity to learner differences and needs. Students will develop, administer and interpret results of a variety of classroom assessments and scoring instruments. Legal, ethical and political aspects of collecting and disseminating assessment results and grades will also be examined. 3 credits. Spring.

EDUC 425. Organization and Assessment for Elementary Classrooms
This course introduces students to the fundamentals of measurement along with formal and informal assessment strategies that are developmentally appropriate, curriculum-specific, and incorporate an awareness of learning styles and multiple intelligences. Authentic and performance assessments will be analyzed and constructed. The course also develops the skills for managing instruction in a wide variety of learner groups and settings in elementary classrooms. Course Field Block 2 taken concurrently with EDUC 401 and EDUC 430. Prerequisites: Field Block 1. 3 credits. Fall, Spring.

EDUC 430. Methods for Teaching Elementary Science, Math and Technology. This course introduces students to the materials and strategies for teaching elementary science, math and technology in an integrated manner. The course

delineates the disciplines, skills and concepts of science, math, and technology. It also defines the scope and sequence, as well as state and local standards for elementary science, math and technology curricula. Students will plan and teach an integrated unit of instruction. Field Block 2 course taken concurrently with EDUC 401 and EDUC 425. Prerequisites: Field Block 1. 3 credits. Fall, Spring.

EDUC 432. Independent Study. This course is designed to give the individual an opportunity to work on a one-to-one basis with a professor. The study may be directed toward: research in an area school, creative projects, or seminars. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of a faculty member with whom to work, analysis of concepts learned at the end of the semester. Students may not take the course for more than 3 credit hours. 3 credits. Fall, Spring.

EDUC 437. Field Experience. The Field Experience is designed to provide opportunities for individualized reinforcement in content areas at the N-12 levels in local schools. The experience provides pre-service teachers with more opportunities to work with children in classroom situations through contracting for tutoring sessions, individualizing instruction for a particular pupil, or small group, and utilizing appropriate instructional techniques, methods and strategies. 3 credits. Fall, Spring.

ED/ECED 490. Elementary/Early Childhood Student Teaching. Student teaching is the culminating experience in the professional preparation of teachers. The elementary/early childhood student teaching experience consists of approximately seven weeks in an elementary/early childhood classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

EDUC 490. Elementary Student Teaching: Primary. Student teaching is the culminating experience in the professional preparation of teachers. The primary

student teaching experience (K-3) consists of approximately seven weeks in an elementary classroom. Students are expected to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

EDUC 491 Elementary Student Teaching: Intermediate. Student teaching is the culminating experience in the professional preparation of teachers. The intermediate student teaching experience (4-6) consists of approximately seven weeks of full-time experience in an elementary classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

EDUC 495. Secondary Student Teaching Grades 7-9. Student teaching is the culminating experience in the professional preparation of teachers. This secondary student teaching experience consists of approximately seven weeks student teaching in grades 7-9. Students are expected to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits.

EDUC 495A. Senior Seminar: Assessment and Reflection. This seminar will focus on professional self-assessment and standards-based documentation. The course will help students synthesize the major learnings in their program as they relate to the components of excellent teaching: planning, instruction and assessment. Students will use theory and research to support decisions in all three

components. Pass/Fail. Co-requisite: enrollment in Student Teaching. 3 credits. Fall and Spring.

EDUC 496. Secondary Student Teaching Grades 10-12. Student teaching is the culminating experience in the professional preparation of teachers. This secondary student teaching experience consists of approximately seven weeks student teaching in grades 10-12. Students are expected to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits.

ENGLISH (ENG)

ENG 101A. Fundamentals of Written English. A study of conventions and skills involved in college-level writing. Course assignments emphasize academic argument and discourse as well as the construction of effective sentences, paragraphs, and papers. Required of students needing further preparation to succeed in ENG 101. Not open to students who have successfully completed ENG 101 or who have had ENG 101 waived. 3 credits. Fall.

ENG 101. Writing I. A composition course emphasizing the development of a writing process, contextual awareness, and knowledge of conventions of academic and professional discourse. Course assignments foreground critical reading, writing, and argumentation skills, as well as style, syntax, and mechanics. This course is a prerequisite for ENG 102. 3 credits. Fall.

ENG 102. Writing II. A composition course emphasizing the development of a writing process, contextual awareness, and knowledge of conventions of academic and professional discourse. Course assignments foreground advanced communication challenges grounded in research, discipline-specific writing, and multimodal communication, as well as style, syntax and mechanics. 3 credits. Spring.

ENG 103. Writing for Literature. A course designed to further develop writing skills and critical abilities in

literary studies. Required for English majors. 3 credits. Every semester.

ENG 203. English Literature I. A course covering English literature to 1800. This is required for all majors in English. 3 credits. Fall.

ENG 204. English Literature II. This is a continuation of English 203, which is not, however, a Prerequisite, and is an intensive study of English literature, 1800 to the present. This is required for all majors in English. 3 credits. Spring.

ENG 210. Introduction to Literature: Narrative. An introductory study of the short story and the novel. Emphasis is on the development of critical ability to analyze the narrative in terms of its basic elements: plot, characterization, point of view and symbolic structure. 3 credits. Every year.

ENG 211. Introduction to Literature: Poetry. An introductory study of poetry. Emphasis is on the development of critical ability to analyze various forms of poetry in terms of sound elements, imagery, figures of speech and symbolic structure. 3 credits. Every year.

ENG 212. Introduction to Literature: Drama. An introductory study of the drama. Emphasis is on the development of critical ability to analyze plays in terms of their basic elements: plot, characterization, tragic and comic structuring and dialogue. 3 credits. Every year.

ENG 213. Popular Literature. Analysis of several types of popular literature: the western, the mystery story, science fiction, sports literature, with a consideration of the relationship between popular literature and the literature of high culture. 3 credits. Every two years.

ENG 220. American Literature I. A single semester survey of the outstanding literary figures of America from the beginnings to naturalism. Required for all English majors. 3 credits. Fall. Dr. M. Walsh.

ENG 221. American Literature II. Naturalism and Beyond. A study in Modern American writing emphasizing fiction (some drama) and including the works of Norris, Dreiser, Wharton, Lewis, Hemingway, Faulkner, Fitzgerald, O'Neill, Steinbeck,

Miller, Updike and Bellow. Required for all English majors. 3 credits. Spring. Dr. Harris.

ENG 230. Public Speaking. A course stressing the practical application of principles of effective speaking to various rhetorical situations. Course assignments emphasize professional and advanced academic presentation and oral communication. 3 credits. Fall and Spring.

ENG 250. Advanced Oral and Written Communication. A course grounded in the practical application of principles of effective oral and written communication in various rhetorical situations. Course assignments emphasize professional and advanced academic writing and presentations with an emphasis on disciplinary analysis and conventions. Prerequisite: Clare 110 or equivalent. 3 credits. Every year.

ENG 260. Professional Communication. A course grounded in the practical application of principles of effective written, visual, and digital communication in professional contexts. Course assignments emphasize professional documents and genres, professional and disciplinary research, multimodal composition, and rhetorical concerns related to purpose, audience, and context. Prerequisite: Clare 110 or equivalent. 3 credits. Every year.

ENG 270. Creative Writing: Narrative. A course designed to develop basic techniques of narrative writing: character development, plot construction, structuring, point of view and time-space sequences. Emphasis will be placed on the short narrative, although some structural analysis of the novel will be studied. 3 credits. Every three semesters.

ENG 271. Creative Writing: Poetry. This course will explore poetry as a medium. Each student will write poems, and the work of all students will be studied in class and in conference with the instructor. The work of published poets will be used regularly to suggest possibilities and directions in both form and content. 3 credits. Every three semesters.

ENG 272. Creative Writing: Drama. A course designed to develop basic techniques of playwriting: plot construction, character development through dialogue and action, scene development and staging. Emphasis will be on one-act plays although structural

analysis of longer plays will be made. Works of both students and established playwrights will be studied. 3 credits. Every three semesters.

ENG. 275. Rhetorical Criticism & Theory. This class situates writing in the rhetorical tradition and thus foregrounds writing as a public and persuasive practice. Possible areas of consideration include the history of rhetoric, writing as public discourse, rhetorical theory, visual rhetoric, and topics in rhetoric. Student writing will focus on analysis, argumentation, and persuasion. 3 credits.

ENG 310. English Literature to 1485. Consideration of the principal works in early and medieval English literature, beginning with Beowulf and Bede, and including Piers Plowman, Troilus and Criseyde, Sir Gawain, as well as the beginning of English drama. 3 credits. Every two years.

ENG 320. English Renaissance Literature 1485-1603. A study of non-dramatic English literature from the accession of Henry VII to the death of Elizabeth. Topics include the development of literary genres, continental and classical backgrounds, the neoplatonic tradition, humanism and the argumentative structure of controversial religious and political prose. Spenser's *Faerie Queene* receives close attention. 3 credits. Every two years.

ENG 321. English Literature 1603-1660. A study of non-dramatic English literature from the accession of James I to the restoration of the monarchy in the person of Charles II. The course devotes equal attention to poetry and prose. The poetry is examined in terms of the traditions established by Donne, Jonson and Spenser. The prose is analyzed thematically and stylistically with attention being given to new prose genres and the four major seventeenth-century prose styles: Ciceronian, Senecan, Baroque and "Scientific." 3 credits. Every two years.

ENG 325. Writing in Digital Environments. This course will give students experience writing in a range of digital spaces. Possible writing environments and technologies include blogs, wikis, websites, videos, podcasts, social media platforms, interactive and electronic fiction, video games, and virtual worlds. Students will develop skills and writing practices related to analysis, argumentation,

creative writing, media production, design, editing, and coding. At the same time, the course foregrounds writing in specific digital environments and asks students to consider how these contexts shift and shape the act of writing. 3 credits.

ENG 326. Digital Rhetoric. This course will help students think critically about the ways in which digital technologies shape rhetorical and expressive practices. Possible areas of consideration include electronic literature, hypertext fiction, digital poetry, conversations in digital humanities, public sphere studies, the virtual, video games/procedural rhetoric, electracy, platform studies, and critical code studies. The course may allow students to practice writing in different digital spaces, but it foregrounds the writing or more traditional analysis papers focusing on digital rhetoric technologies, practices, and texts. 3 credits.

ENG 330. Literature of the Restoration and Eighteenth Century British literature written between 1660 and 1790 is studied within a framework of literary and historical relationships, with emphasis on principal works by Dryden, Wycherley, Congreve, Swift, Pope, Goldsmith, Sheridan, Johnson and Boswell. 3 credits. Every two years.

ENG 340. The Romantic Movement: Part I. Survey of the works of the major writers of the first half of the British Romantic period (Charlotte Smith, Wordsworth, Coleridge, Byron, Shelley, Keats) with attention to their place in the Romantic Movement and their relationship to social and cultural thought of the time. 3 credits. Every year.

ENG 341. The Romantic Movement: Part II. Survey of the cultural and literary elements of the second half of the British Romantic period (writers born after 1775), with focus on the major works of Lord Byron, Percy Shelley, John Keats and Mary Shelley.

ENG 350. Creative Writing: Narrative II. This course focuses on extensive fiction writing of short stories, coupled with reading and discussion of short fiction and novels directed at developing the craft of fiction. Students develop their writing through multiple workshops and revisions of short fiction directed at preparing work for presentation and publication. Prerequisite: ENG 270 or instructor's permission.

ENG 351. Creative Writing: Poetry II. Advanced study of the sources, modes, and strategies of poetry, with attention given to sequences of poems and to the development of a personal poetic voice. Prerequisite: ENG 271 or instructor's permission.

ENG 352. Victorian Poetry. A survey of the English poets who wrote between 1830 and 1900, excluding Tennyson and Browning. 3 credits. Every two years.

ENG 360. Modern Poetry. A study of English and American poetry from 1900-1945, with close attention to Yeats, Eliot, Thomas, Williams and Stevens. 3 credits. Every two years.

ENG 363. Drama 1850 to the Present. A study of European as well as English and American dramatists from the mid-nineteenth century through the theatre of the absurd. 3 credits. On occasion.

ENG 365-366. Contemporary British and American Literature. Structural approach to British and American Literature since 1945. 365 deals with the poetry of Olson, Duncan, Creeley, Roethke, Ginsberg and Dickey, among others. 366 is concerned with the fiction of Mailer, Malamud, Pynchon and Barth, among others. 6 credits. Every year.

ENG 370. The English Novel, 1680-1850. The emergence and development of the English novel from the beginnings with Defoe, Richardson, and Fielding to the Victorian novels of the Brontes, Thackeray and Dickens. 3 credits. Every two years.

ENG 371. The English Novel, 1850-1950. The beginnings of the great twentieth century themes of isolation and alienation as reflected in the novels of Hardy, Conrad, Lawrence, Joyce and others. 3 credits. Every two years.

ENG 375. The American Novel to 1865. A study of the development of the American novel from its inception to the end of the Civil War. 3 credits. Every two years.

ENG 376. The American Novel, 1865 to 1920. A critical study of the American novel from the beginnings of the realistic movement to the end of World War I with emphasis on representative works. 3 credits. Every two years.

ENG 377. Women in Literature. In-depth critical investigation of literature written by or about women. Concentration on works from the eighteenth, nineteenth and twentieth centuries. Focus on fiction. 3 credits. Every two years.

ENG 379. African American Literature. This course provides students with a survey of major works by African American novelists, poets, dramatists, and essayists from the 18th Century through to the present day. The course will pay particular attention to how African American writers present themselves as authors and their interactions with and revisions of a white American literary tradition. By the end of the course, students will have examined the literature of American slavery, Reconstruction, the Harlem Renaissance, the Black Arts Movement, and contemporary black culture. 3 credits.

ENG 380. World Literature. A study of selected masterpieces from non-English literatures, with special emphasis on those which are central to the culture of Western Europe. 3 credits. Every two years.

ENG 390. Literary Theory. A study of major theoretical problems in literature through selected literary works. The course will address topics in the following areas: literature and the other arts, the function of literature in society, structural principles in poetry, narrative and drama, and levels of meaning in literary interpretation. 3 credits.

ENG 391. Literary Criticism. A study of major critical approaches to literature through selected works of poetry, narrative and drama. The course will survey techniques in the following traditional and contemporary approaches: historical, psychological, archetypal, feminist and post-structuralist as well as the basic identities of classical, romantic and modern literary movements. 3 credits.

ENG 410. Chaucer. Consideration of The Canterbury Tales with special emphasis on modern critical interpretation and Chaucer's artistic technique. 3 credits. Every two years.

ENG 423. Shakespeare I. Shakespeare will be studied as poet and playwright, against the literary, social and historical background of Elizabethan England. Critical reading of representative plays from the comedies and histories. 3 credits. Every two years.

ENG 424. Shakespeare II. A continuation of English 423 which is not, however, a Prerequisite. The plays studied will be taken from among the tragedies. 3 credits. Every two years.

ENG 427. Milton. An intensive study of Milton's poetry and prose. The course will focus on the relation of Milton's work to the allegorical, rhetorical, epic, and mythological traditions of the seventeenth century. 3 credits. Every two years.

ENG 450. Tennyson and Browning. A detailed study of the works of the two major poets of the Victorian period with attention to their poetic development and to characteristic Victorian ideas as they appear in the poetry. 3 credits. Every two years.

ENG 490. Special Topics. This course will examine a theme, genre, form, or period of the instructor's choosing. 3 credits.

ENGINEERING PHYSICS (ENGR)

ENGR 103. Engineering Graphics. Introduction to engineering drawing and Computer Aided Drafting (CAD). 3 credits

ENGR 203. Statics. Engineering mechanics, applied mathematics, concurrent forces, statics on rigid bodies, equilibrium, friction, three-dimensional theory, energy principles. Prerequisite: PHYS 103. 3 credits.

ENGR 204. Dynamics. Kinematics and dynamics of a particle. Rigid bodies, momentum principles, work and energy, vibrations, kinematics and dynamics in three-dimensional space. Prerequisite: ENGR 203. 3 credits

ENGR 205. Strength of Materials. Elementary analysis of strength and deformation of deformable bodies subject to various force systems. Strain and stresses in solids of one, two, and three dimensions. Prerequisite ENGR 203. 3 credits.

ENGR 220. Introduction to MatLab. This course introduces students to MatLab, one of the most widely used software packages for technical and scientific calculation, and to the numerical solution of problems in physics and engineering. 3 credits.

ENGR 252. Engineering Mechanics. The study of statics and dynamics with engineering applications. Deformation, strain and stresses in solids of one, two, and three dimensions. Introduction to the mechanics of continuous media, the kinematics and dynamics of fluids; viscous flow, turbulence, Bernoulli's theorem and the Navier-Stokes equation. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

ENGR 262. Electronics. This course is designed for the student who desires a basic training in electronics. The course seeks to acquaint the student with the physical principles which govern the use of electronic devices and to allow the student to use these components in the design of circuits. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

ENVIRONMENTAL STUDIES (ENV)

ENV 101. Introduction to Sustainable Systems. Sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs. This course explores how humans think about the global challenges we face, the systems that make up the natural world in which we live, and how we go about living there. An emphasis is placed on systems theory to understand the connections among various challenges facing humans across the planet. 3 credits.

ENV 232. Environmental Studies Internship. ENV 232, an internship in Environmental Studies, is a required course for the Environmental Studies major. Student apply learning, skills, and knowledge relevant to environmental issues in an internship setting. Permission of instructor required. Students must submit a proposal in writing detailing expectations and goals associated with the internship in advance of undertaking it, and must summarize their activities and their outcomes in a written report following its conclusion. 3 credits.

ENV 242. Independent Study. Research in a selected topic in Environmental Studies under the supervision of a faculty member, designed to allow the student to probe specific interests that lie beyond the coverage found in other course offerings. Area of focus within Environmental Studies may include ones within the umbrella of the natural sciences, social sciences and

policy, ethics and aesthetics, or a combination of these. Faculty permission required. 3 credits.

ENV 310. Environmental Regulation and Testing. An examination of the sources of various environmental regulations and the application of these regulations to industrial and municipal operations. The physical and chemical testing needed to enforce the regulations will be examined. Teams of students will work on case studies as projects to be presented in class with the objective of demonstrating complexity of enforcing regulations. Prerequisite: CHEM 101 and 102 or permission of instructor. 3 Credits.

ENV 320. Environmental Law and Policy. A topical course which introduces students to environmental law and policy through analysis of a particular problem which will be examined from various perspectives, including what the law decrees and how disputes regarding environmental issues are resolved. 3 credits.

ENV 328. Seminar in Environmental and Sustainability Studies. ENV 328 is an interdisciplinary, problem centered, 3 credit hour seminar. It examines a key environmental aspect of human-non human interactions and their impacts on the natural world, the built environment, and human society and culture. The seminar is attentive to such interactions from the perspective of 1) environmental ethics and aesthetics, 2) environmental social policy, and 3) environmental science. Student teams collaborate with their instructor in addressing these three aspects of a particular environmental issue in a problem-centered seminar setting. 3 credits.

ENV 401. Senior Capstone Project. The capstone course offers the senior Environmental Studies major the opportunity to carry out in-depth research guided by a professor, in a particular area of the field. The student presents to his/her peers in a seminar format the results of the research. Additionally, a major paper is completed. 3 credits.

FINANCE (FIN)

FIN 210. Money Management Seminar. This is an entry level course listing that allows students to learn about finance and money management and get course credit for actively participating in the SIMM program at levels that are less rigorous than the FIN

410/FIN 420 expectations. This course allows you to vote on investment decisions and make stock pitches without the managerial responsibilities that come with the upper level classes. Students can become Jr. Level analysts while learning at a slower pace while still having the structure of a class. 1.0 credits. This course may be taken up to six times. Students with a major in Finance may not have the credit count towards the elective requirement for the major.

FIN 301. Corporation Finance. An in-depth analysis of the financial structure and problems of the corporation. Topics treated include valuation and risk, capital structure, the capital-budgeting decision, long-term financing decisions, working capital policy and financial analysis. Prerequisites: ECO 101, ACCT 201, QMX 211. 3 credits. Fall and Spring.

FIN 312. Econometrics for Finance. This course will develop both the theory and practice of econometrics at a level that will allow students to be knowledgeable producers and users of empirical research in finance. Among the topics covered are multiple regression and correlation, dummy variables, simultaneous equation models and the study of the methods utilized when the classical assumptions are violated. Prerequisites: MATH 122 and QMX 212. 3 credits. Fall.

FIN 321. Money and Banking. A study of the theory and practices of the monetary and banking systems of the United States and their influence on economic activity. Prerequisites: ECO 101 & 102. 3 credits. Fall.

FIN 322. Financial Institutions and Markets. A detailed examination of the major aspects of the United States money and capital markets. A survey of the operations and functions of private financial institutions and their effect on aggregate economic activity. Prerequisite: FIN 321. 3 credits. Spring.

FIN 333. The Economics and Finance of Sports. This course is designed for two purposes: to use sports to deepen our understanding of economics and financial markets and to use economics and financial markets to deepen our understanding of sports. There is a vast array of topics that we will cover including attendance modeling, salary structure, salary caps, financing of stadiums, tournament structure, competitive balance, doping in

sports, gambling markets, etc. Key economic principles covered include supply and demand, industrial organization, price theory, labor markets, salary determination and discrimination, tournament theory, Coase Theorem, and game theory. Financial principles covered include financing of sports teams in different leagues, public vs private financing of stadiums, efficient markets hypothesis, and behavioral finance. We will cover historical topics and address current events. Students will participate in class discussion, read economic papers on sports, and give short presentations on the articles they read. 3 credits. Spring every other year.

FIN 401. Advanced Corporate Finance. An in-depth study of corporate finance. Topics will include valuation, risk analysis, risk management, capital budgeting, capital structure, mergers and acquisitions, market efficiency, long-term finance, and short-term finance. Prerequisite: FIN 301. 3 credits. Fall.

FIN 402. Problems in Finance. This course is the Finance capstone course. A case studies course designed to build upon and integrate the knowledge accrued from FIN 401 as well as other required courses in finance. Particular reference is made to current problems in finance. Prerequisites: FIN 401. 3 credits. Spring.

FIN 410. Student Investment Fund. The Student Investment Fund asks students to manage a real investment portfolio. Students make and implement assets allocation decisions, analyze sectors and individual companies, and manage administrative issues. Students are responsible for reporting their activities and investment results to an advisory board. Prerequisites: FIN 301. 3 credits.

FIN 420. Student Investment Fund II. Students in Student Investment Fund II are asked to manage an energy hedge fund. Students will make investment decisions across all areas of the energy universe. They can trade (long or short) in equities, futures, and options. Students are responsible for active risk management and regular reporting to an advisory board. Prerequisite: FIN 410. 3 credits.

FIN 421. Investments. An introduction to the field of investments. Modern portfolio theory is treated in depth and provides the basis for a clear

understanding of the Capital Asset Pricing model and Arbitrage Pricing Theory. Securities discussed will include common stock, preferred stock, corporate bonds, municipal bonds, warrants, convertibles and stock options. Prerequisite: FIN 301. 3 credits. Spring.

FIN 422. Portfolio Theory and Selection. A survey of recent theories of risk diversification and portfolio balance. The course begins with the study of differing attitudes toward risk among investors and the implications for asset selection. Alternative valuation methods are reviewed. The problems of forming efficient portfolios and of evaluating their performance as well as those of professionally managed ones are considered. The motivation and consequence of including options, futures and swaps in portfolios will also be examined. Prerequisite: FIN 421. 3 credits.

FIN 461. International Financial Management. A study of the problems and opportunities faced by the financial manager of firms exposed to foreign exchange risk. Topics covered will include the basic forms of foreign exchange contracts: spot, forward, futures and options, as well as the use of these contracts for hedging, arbitrage and speculative purposes. Investment and financing decisions in international capital markets will be discussed in detail. Prerequisite: FIN 301. 3 credits. Every 3 years

FIN 498. Independent Study and Research. Research in selected topics in finance and banking under the supervision of a faculty member. Designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits. On occasion.

FIN 499. Special Topics. A well-defined course of study in specific topics in finance such as business cycles, public finance, nonprofit finance and banking, which go beyond the regular course offerings.

FRANCISCAN STUDIES (FS)

FS/THEO 101. The Way of Francis and Clare. This course is intended to introduce students to the Franciscan roots that underlie the mission and values of St. Bonaventure University. After familiarizing themselves with the social and cultural context that shaped Francis and Clare of Assisi, students will examine their lives, values and spirituality, and then

study how these achieved systematic theological expression in the thought of St. Bonaventure. Students will then connect and apply key Franciscan insights to contemporary concerns. 3 credits. Fall, Spring.

SFS 299. Special Topics in Franciscan Studies.

An intensive study of a topic or issue not usually addressed in other courses offered by the School of Franciscan Studies. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

FRENCH (FREN)

FREN 101-102. Elementary. The fundamentals of French grammar and structure. Seeks to develop language proficiency through communicative methods and culturally oriented materials. Prerequisite for 102 is 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

FREN 201-202. Intermediate. Intermediate-level French grammar with reading, practice in conversation and language analysis of selected literary texts and cultural materials. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

FREN 301. Conversation and Reading. Conversation and reading at the intermediate/advanced level stressing new vocabulary and idiomatic expressions. Prerequisite: 202, equivalent, or permission of instructor. Fall.

FREN 480. French Literature in Translation. Offered in English. This course introduces works of major French novelists, poets and playwrights from the Middle Ages to modern times. 3 credits. Fall or Spring.

HEALTH AND SOCIETY (HSOC)

HSOC 401. Health and Society Seminar. This course explores recent issues in the science, practice, and delivery of health care in our society. Students will thoroughly prepare readings from the recent literature on these subjects, and discuss them in a seminar format with student presentation. This

course fulfills the Comprehensive Examination requirement for students pursuing either B.A. or B.S. degrees in Health and Society. This course is designed to be taken in a student's senior year. 3 credits. Spring.

HEALTH SCIENCE (HS)

HS 101. Introduction to Health Science. An introductory course for Health Science majors that will explore the concepts surrounding careers in allied health. Topics within the course will focus on medical terminology, communication, ethics, introduction to anatomy and physiology, the US healthcare system, professional dispositions and career options. 3 credits. Fall.

HS 102. Medical Terminology. An introductory course that includes the etymology, definitions and abbreviations in medical terminology. Students will learn how to combine the words through prefixes, suffixes, and root elements. The language of healthcare will be connected with the appropriate body system to enhance the student's knowledge. 1 credit. Spring.

HS 107. Health-related Fitness and Health Promotion. This course offers an in-depth look into five components of health-related physical fitness and their relationship to the development of personal fitness and wellness. The focus will be on principles of training, health assessment and nutrition trends related to performance and health. 3 credits. Fall & Spring.

HS 201. Research Methods in Health. An introductory course in research methodology which provides the essentials of research design, methods, and data collections for students entering a career in the health professions. Quantitative, qualitative, mixed methods and community-based research, along with the attributes of each, will be discussed. The focus will be on the evaluation of the components of a research study in order for students to develop the skills necessary to implement their own independent research. Prerequisites: HS 101 and MATH 117. 3 credits. Spring.

HS 301. Epidemiology. Epidemiology is an exploratory course in the distribution and determinants of health/illness and how to prevent or

control these issues. This course will introduce students to the history, principles and methods used in epidemiology. Prerequisites: HS 101, 102 and MATH 117. 3 credits. Fall.

HS 309. Nutrition. Scientific concepts and principles of nutrition related to the macronutrients, digestion/absorption, behavior change, diseases/disorders related to nutrition, and how to develop nutrition plans that promote health and wellness will be discussed. 3 credits. Fall.

HS 312. Bio-kinesiology. A detailed study of biomechanical and kinesiological concepts specific to human movement in health professions and sports. Prerequisites: BIO 211 & 212. 3 credits. Fall.

HS 314. Exercise Physiology. Physiological principles based on the adjustment of the human to exercise are studied with emphasis on neuromuscular activity, circulation, respiration, metabolism, fatigue and fitness. Prerequisites: BIO 211 & 212. 3 credits.

HS 314L. Exercise Physiology Lab. Application of physiological principles based on the adjustment of the human to exercise are studied with emphasis on neuromuscular activity, circulation, respiration, metabolism, fatigue and fitness. Prerequisites: BIO 211 & 212. *Must be taken in the same semester as HS 314. 1 credit.

HS 401. Seminar: Current Topics in Health Science. This is a capstone course where students will reflect on their learning and educational experiences in health science through critical discussions of contemporary health issues. Prerequisite: HS 101. 3 credits. Spring.

HS 413. Internship. This course provides students with opportunities to do internships in fields related to physical education, sports studies or health-related professions. Juniors and Seniors only. 3 credits. Fall, Spring and Summer.

HISTORY (HIST)

Survey Courses

HIST 100. First Year Seminar for History Majors. This course is an introductory course for history majors to be taken the fall semester of the first year. The

course serves as an introduction to both the discipline and the department. Although the specific content will change from semester to semester, students will be introduced to key concepts, such as historical schools of thought, basic research techniques, and types of history. 3 credits.

HIST 101. Europe to 1815. Surveys the principal political, economic, and intellectual forces in European history from the late Middle Ages through the Napoleonic period. The major trends, key personalities, and important institutions are investigated and assessed for their historical significance. Specific topics to be covered include the Renaissance, Protestant Reformation, the Scientific Revolution, and the Enlightenment, among others. Fall. 3 credits.

HIST 102. Europe since 1815. Surveys the principal political, economic, social, religious, cultural and intellectual forces in Europe from the time of Napoleon to the present. The specific topics that will be studied include the Romantic era, the Industrial Revolution, European imperialism, urbanization, the two world wars and the growth and decline of Communism, among many others. 3 credits. Spring.

HIST 201. United States History to 1865. A survey of the history of the United States from its discovery through the Civil War. American social, economic and cultural influences are woven into the traditional political pattern. Emphasis is on the Colonial Era, the American Revolution, the Early National Period, the Age of Jackson and the Civil War. Fall. 3 credits.

HIST 202. United States History Since 1865. A survey of the history of the United States from Reconstruction to modern times. The course focuses upon the social, economic and cultural growth of the modern United States in the setting of traditional political events. Emphasis is given to the growth of business, Progressive Reforms, the Roaring Twenties, the Great Depression, the World Wars and post-war America. 3 credits.

HIST 207. Sports & American Society. This course follows the development of sports in America from the colonial times to the recent past; over the course of the semester we will examine the transition from folk games to the modern age of spectators.

Important to this transformation will be changes in society, technology and business. We will look at the changing definition and purpose of sport, the symbolism of sport, the way in which sport can unify and divide people, and the interaction between sport as a part of culture and society and its relationship to national historical trends. 3 credits.

World History

HIST 307. Colonial Latin America. An examination of the social and economic history of Latin America from the coming of the first Europeans until independence in the 1820s. Topics emphasized will include the physical and spiritual conquest, the forging of new societies, the decline of empire and attempts at reform and the coming of the wars for independence. 3 credits.

HIST 308. Modern Latin America. The course surveys the history of Latin America from independence in 1825 until the present. Special attention will be paid to socio-economic change. Among the topics to be considered are causes of political instability, populism, the Mexican and Cuban revolutions and the relationship with the United States. 3 credits.

HIST 309. Argentina and Brazil from 1700 to the present. This course will examine the history of the two largest countries in South America from 1700 until the present. It will focus on how the two societies evolved from being very different to having similar problems. Among the topics discussed will be the impact of rapid economic growth, immigration from Europe especially Italy, the inability to establish working democratic systems and repression under military dictatorships. 3 credits.

HIST 310. History of Mexico. An examination of Mexican history from the coming of the Spanish until the present. Particular attention will be given to the creation of a new society, one that was neither European nor a product of the original inhabitants. The course will also focus on the attempts to create a national identity and on the Revolution of 1910 and its impact on society. 3 credits.

HIST 311. The United States and the Caribbean. This course will examine the relationship between the United States and Central America and the islands of Spanish-speaking Caribbean. The focus will be on

the period from 1898 to the present. Among the topics to be explored are: the reasons for the United States' interest in the region; the impact of that interest on local politics; the long-range impacts of intervention; the impacts of North American culture; and an analysis of which social groups ally with outside interests and which oppose them. 3 credits.

HIST 325. Modern Britain and Ireland. A survey of the intertwined history of Great Britain and Ireland over the past two centuries. Topics to be studied include the Industrial Revolution, the British Empire, the Irish potato famine, the world wars, and the problems in Northern Ireland. Spring Odd Years. 3 credits.

HIST 327. The French Revolution and Napoleon. A detailed analysis of one of the most exciting and important eras in the history of the world. The course will trace the collapse of the Old Regime, the various stages of the Revolution, and the rise and fall of Napoleon. The class also will examine the legacies left by the Revolution and Napoleon on France as well as on the entire world. Fall Even Years. 3 credits.

HIST 359. US In The World. This course examines the history of the United States from the late nineteenth century to the present. During this period, the United States came to play an increasingly important role on the global stage after its Civil War. By placing the United States within a world context, this course seeks to examine ideas such as U.S. exceptionalism, the historical roots of U.S. hegemony, and more generally the utility of national histories. 3 credits.

HIST 360. World History to 1450. This course is descriptive and analytical survey of world cultures from early river valley civilizations to 1450, with an emphasis on non-Western civilizations in Asia, Africa and the Middle East. Among the themes explored are the importance of land and water trade routes as conveyors of civilizations, the influence of nomadic peoples on the spread of ideas and technologies, the reshaping of local cultures as Buddhism and Islam spread to Asia and Africa, and the importance of urban centers such as Baghdad as intellectual and cosmopolitan capitals before the "rise" of the West. Fall. 3 credits.

HIST 361. World History since 1450. This course surveys world history since 1450 in order to provide

with a historical context for understanding current world problems. Using an analytical and comparative approach, it examines the rise of Western global hegemony and how the non-West responded and is still responding. We will look at a wide range of topics and issues including nationalism, imperialism, decolonization, and globalization. What role has trade, technology, war and revolution played? How have national and regional interests in the Middle East, Asia and Africa resisted and/or competed with the advance of globalization? What geographic, economic, social, and cultural factors created today's world? Spring. 3 credits.

HIST 362. History of Imperial China to 1800. China is frequently represented as a monolithic civilization, self-isolated and static in pre-modern times. This course is a descriptive and analytical survey of Chinese history from its mythological and historical origins in the 2nd millennium BCE to its confrontation with the West in the 19th century. It focuses on critical junctures in the evolution of China's civilization and the forces that shaped it including the development of political philosophies, state ideologies, and bureaucratic institutions; empire-building, invasion, and rebellion; economic vitality and technological advancement; and, finally, China's rich and varied intellectual, social and cultural life. Fall. 3 credits.

HIST 363. Modern China. Many view China as an ethnocentric civilization that responded to Western intrusions haphazardly, suffered under Japanese imperialism then under a communist regime but is nonetheless poised to become a dominant world power. This course is a descriptive and analytical survey of Chinese history from the 19th to the 21st century with an emphasis on China's search for identity and power in the modern world. It examines the changing relationship between the Chinese state and Chinese society and the evolving relationship of the Chinese nation to the rest of the world over the past two centuries. 3 credits. Spring.

HIST 364. Modern Japan. After reviewing early Japanese history to understand how Japanese political and cultural traditions shaped its responses to the West, this course will focus on the rise of Japan from the mid-19th. Topics include how Japan "Westernized" became a major world power by the early twentieth century, how the Japanese

experiment with democracy gave way to Japanese militarism and imperialism, how the war in the Asia and Pacific evolved out of a confluence of Japanese nationalism and world politics, why there is a continuing controversy over the dropping of Atomic bombs to end the war, how the American occupation shaped contemporary Japan, and Japan continues to struggle with its historical legacy. This course will emphasize comparison, analysis and interpretation and include a variety of material including historical studies, documentaries and film. Fall Even Years. 3 credits.

HIST 365. History of the Modern Middle East. This course is an intensive study of a very expansive topic: the rise of the modern Middle East. It examines this topic from three different perspectives: the rise of individual nation-states, the emergence of a region with conflicting religious and political identities, and an international arena of competing global interests. 3 credits.

HIST 366. Women in East Asia. Women in East Asia explores how Chinese and Japanese women created, accepted, defended, revised, or resisted their roles in traditional society and how those roles changed after the coming of the West. It will use a comparative approach to understand the similarities and differences in these two traditions as well as how women's roles varied across class and ethnic boundaries. This course uses an interdisciplinary approach, emphasizes discussion and includes a variety of sources including historical studies, oral histories, fiction and film. 3 credits.

HIST 394. Special Topics in History. This course will deal with countries, topics or periods of history that are not usually studied in other courses offered by the department. 3 credits.

American History

HIST 206. Introduction to Public History. A survey of the broad range of career fields and areas of interest in which history can be applied. These include museums, historical societies, archives, historic sites, government agencies, historic preservation projects private consulting firms, computer applications, and grant writing, as well as others. Fall Even Years. 3 credits.

HIST 208. History of American Women. This course will examine the history of women in North America from the earliest European settlements to the present. Women's struggles and contributions will be studied culturally, socially, economically and politically as we examine their work in the domestic sphere, factories, fields and their demonstrations for rights in the streets. 3 credits.

HIST 359. U.S. in the World. This course examines the history of the United States from the late 19th Century to the present. During this period, the United States came to play an increasingly important role on the global stage after its Civil War. By placing the United States within a world context, this course seeks to examine ideas such as U.S. exceptionalism, the historical roots of U.S. hegemony, and more generally, the utility of national histories. 3 credits.

HIST 401. Colonial American History. The discovery, exploration and settlement of North America; and the development of a British colonial civilization are examined. Emphasis is given to political, economic, social and cultural trends within the colonies, and to their relationship to the rest of the British Empire, up to the end of the French and Indian War. 3 credits.

HIST 402. The Era of the American Revolution. Intensive study is focused upon the period from the French and Indian War to the Philadelphia Convention, with specific attention to the foundations of a new American national spirit. 3 credits.

HIST 403. The Early National Period. Beginning with the creation of the United States, the development of the American nation is studied through the early 1820s. Special emphasis is given to the rise of political parties and to the influence of world events upon the new American nation. 3 credits.

HIST 407. Twentieth Century United States. A thorough and detailed investigation of the history of the United States to 1945 touching social, economic, political and intellectual developments. Fall. 3 credits.

HIST 408. United States, 1945-2000. A thorough and detailed investigation of the history of the United States from 1945 to the present touching social, economic, political and intellectual developments. The role of the United States in world affairs will be

stressed in this course. Wide reading in specific works will be required. Spring. 3 credits.

HIST 410. U.S. Constitutional History. A study of the historical background and the legal development and application of the U.S. Constitution. This course deals with constitutional developments of the Civil War and Reconstruction, the later amendments, and the extension of federal authority in the 20th century. 3 credits.

HIST 418. African-American History. This course will survey the history of African-Americans from the beginning of their involuntary migration to North America in 1619 to the present day. After examining the origins of racism, the course will follow the ongoing struggle for equal social, cultural, economic and political rights. 3 credits.

HIST 419. Digital History and Archival Practices. This course is designed to encourage students to blend the traditional skills of a historian (the sorting and analysis of documents) with new technologies. Students will work with primary and secondary documents and also will become familiar with Internet research, Web page creation, databases and a variety of software programs. In addition, students will be introduced to archival management and exhibit creation. Approximately one third of the course will be spent in the library working with archival documents. 3 credits.

HIST 420. Immigration in U.S. History. Immigration, one of the most powerful and enduring symbols of the United States, remains a contentious issue in contemporary America. The enduring political debates about comprehensive immigration reform and border security, the ongoing mobilization for immigrant rights, and the hopes and fears of a changing America all demonstrate the continued importance of immigration in American society. This class will explore these contemporary issues and others, while also providing a historical and transnational perspective, moving from the turn of the 20th Century to the present day. More broadly, the class will investigate immigration patterns, immigration policy, and immigrants' lives.

HIST 421. History of the Future. Science Fiction has long captured the imaginations of the public. However, Science Fiction has also often been

considered low brow, a literary form that lacks artistic standing. Over the course of the semester we will explore the history and development of science fiction looking at several themes: How has science fiction served as an experimental literature for those interested in the social and political impact of science and technology; Science Fiction as an attempt to predict the future and what that says about society; and Explore the historical context in which the science fictions was created. 3 credits.

HIST 429. 20th Century America in Film and History.

Twentieth Century America in Film and History offers an exploration of United States cultural and social history through the medium of film and other mediums of mass culture. Throughout the semester students will view a variety of films arranged in chronological order. The class will discuss and write about those films as primary documents within an historical context, as manifestations of popular culture, as reflections of society, as manifestations of business and technology, and as works of art. Spring Even Years. 3 credits.

HIST 475. World War II. Analyzes the causes, the diplomatic and military history, and resolution of the Second World War. This course also examines the causes of the Cold War, the relationship between diplomacy and the origins of such a war, and the global impact of this conflict. 3 credits.

HIST 494. Special Studies in Historical Topics.

This course will involve studying an area of history that is not regularly treated in detail in other courses offered by the department. 3 credits.

History Majors

HIST 200. Historical Methods and Historiography. A required introductory course in the methods of historical research and writing. The purpose of this course is to familiarize the student with the most famous philosophies of history and to instruct the student in the techniques of how to gather and to organize facts, to check their accuracy and to report the findings simply, clearly and gracefully. The course will unify the history major's program and prepare the student to do independent research in History 498-499. Fall. 3 credits.

HIST 491-492. Advanced History Reading Program.

This required course is designed for senior History majors. In a seminar format, a small group of students will meet once a week to discuss an assigned book. This intensive reading course will serve as a capstone to a student's college career. Each student not only will be required to read and analyze several books, but also explain and defend his/her interpretations. The weekly readings will encourage students to synthesize knowledge and employ skills gained in previous semesters. Fall/Spring. 3 credits.

HIST 495. History Internship.

Awarded to deserving junior and senior students. Each student will work for one semester for a scholarly journal, historical association, archival depository, or historical museum. The student will be responsible for a variety of tasks, including the preparation of materials intended for publication and the identification and cataloging of historical records and artifacts. Fall/Spring. 3 credits.

HIST 496. Independent Study.

Under the guidance of a professor, a student will engage in an advanced project of reading or research. 1-3 credits.

HIST 498-499. Senior Research Paper.

The primary purpose of this paper is to aid qualified senior history majors in developing the ability for independent study and research and in producing a thesis that is intelligently conceived, carefully researched, closely reasoned, properly documented, and clearly and effectively presented. An individual student will work under the guidance of a professor on an agreed-upon topic. 3-6 credits.

HONORS (HON)

HON 299. Seminar-style courses with variable topics providing for discussion of current or relevant issues which traditional courses cannot cover in depth.

Topics are often interdisciplinary in nature. Students are required to take at least two of these seminars to complete their Honors course requirements. Multiple varieties offered every semester with no Prerequisites

HON 401. Advanced Honors Seminar. The Advanced Honors Seminar is offered annually in the spring semester. It is designed to challenge upper-level

students (usually juniors) from a variety of majors to work together on critical contemporary issues. More recent topics have included: current cases before the United States Supreme Court; topics in environmental ethics; issues in American medical care; an interdisciplinary examination of the Holocaust; contemporary challenges to the idea of the University; literary expressions of generational identity; the Bible in American politics; and contemporary problems in American democracy. Future topics will change, but the challenges and purposes will remain. 3 credits.

HON 498/499. Honors Project. The Honors Project is a year-long endeavor in which an honors student works intensively on the definition and solution of a scholarly problem, or on the development of a creative work. The honors student's work is guided by an adviser, and submitted to two readers for approval. Upon completion, it is publicly presented to interested faculty, students and guests. A copy of the project is bound and placed in the permanent collection of the Friedsam Library. An honors project is usually pursued in the student's senior year and is required of all honors degree graduates. 3 credits.

IRISH STUDIES (IRS)

IRS 101. Celtica Heroica: Wizards, Warriors, The Sidhe, and the Adumbration of the Irish Temperament. An exploration of the cultural legacy of the Irish Celts from the 2nd to 8th century A.D. and of its effect into modern times on the Irish character and imagination. 3 credits.

IRS 102. The Roots of Modern Ireland. An historical and cultural survey of some of the episodes, forces and figures, from the Vikings to Parnell, that have persisted in Irish memory and, so, have helped to mold the modern Irish character: the Pale, Cromwell, Wolfe Tone, the Great Hunger, Home Rule, etc. 3 credits.

IRS 103. Emissaries of Modern Irish Literature. An in-depth sampling of some of the major Irish literary works in English of the 20th century, using James Joyce's "Dubliners" as a point of departure: an examination into how literature became, in 20th-century Ireland, the most authentic mode of personal and national self-expression. 3 credits.

INDIVIDUALIZED MAJOR (IMP)

IMP 201. Exploring Interdisciplinarity Across SBU. An introduction to various disciplines and to interdisciplinarity and its applications. Each week, a different faculty member will introduce an interdisciplinary research topic. The disciplines covered range from accounting, biology, business, education, history, journalism, marketing, math, philosophy, psychology, robotics, and sociology to theology. One course coordinator will guide students through the class and help them to connect the various disciplines and help them in writing interdisciplinary papers on their own. Prerequisite: ENG 101. 3 credits.

IMP 401. IM Senior Capstone Project. An independent study that will result in a capstone project that includes some reflection on the major experience as a whole. 3 credits.

INTERNATIONAL STUDIES (IS)

IS 101. Introduction to International Studies. This course is centered on the theme of "crossing borders." The main focus is on the U.S.-Mexican and the U.S.-Canadian borders, but comparative material will also be discussed on the immigrant experience in Western Europe, where a parallel anti-immigrant backlash is occurring. This will provide a contrast of how different "Western" nations (U.S., Canada, various European cases most likely including France, the Netherlands, and Spain or Italy) are dealing with an influx of "non-Western" immigrants. Throughout the semester we will consider the concept of "borders" - both geographic/political and psychological. In our increasingly globalized world, how has the significance of borders changed? We will explore questions of identity, citizenship, culture/culture wars, "the other," community and difference. 3 credits.

IS 102. Global Catholicism. This course explores the different forms that the Catholic Church has taken as it has adapted to diverse cultures around the world and attempts to unpack the idea of "catholicity" for our contemporary time. It introduces the student to a variety of issues facing Catholic Christians that arise in the contemporary context of globalization. Besides looking at theological and religious expressions and adaptations of Catholic beliefs, attention will be given

to the socio-political global scene and how Catholicism approaches the modern day reality of inter-dependency, respect and need of accountability between cultures. Contemporary sensitivity to the categories of culture, identity and location is responsible for a vital creativity evident in contributions, challenges and critiques by various current catholic thinkers and theologians. Special emphasis will be placed on the Franciscan experience and response to globalization on social justice issues relying on available material from Franciscans International, the non-governmental organization (NGO) with general consultative status at the United Nations, and material from the Vatican Secretariat of State and other Pontifical departments which deal with issues of international concern. 3 credits.

IS 201. International Studies and Globalization. This course is designed to give international studies majors and minors and other interested students an overview of the major themes, concepts and issues of the interdisciplinary field of international studies. Students will become familiar with the disciplines that make up international studies and their respective research methods as they learn about the historical, economic, political, legal and cultural elements of globalization. Some of the themes that students will explore in this course include poverty and economic development, international security, human rights, and the future of the nation state in a global perspective. 3 credits.

IS 202. World Geography. Students will study and evaluate interrelationships of location, climate, landforms, and natural resources with the cultural, economic, and political systems of our global regions. Other topics include population trends, impacts of technology and culture upon the natural environment and globalization as they relate to regions of the world: Europe, Russia, Middle East, Asia, Africa, and the Americas. 3 credits.

IS 300/POLS 300. Qualitative Methods for a Globalizing World. In this course International Studies and Political Science students will learn how to develop a research question and choose the appropriate methods and evidence to answer the question and develop an argument. The basics of case study research will be presented along with methods such as process tracing and content analysis. Students will learn how to conduct

interviews and find primary source material from sources such as the United Nations website, the World Values Survey, and social media. Strategies for effectively organizing and writing a major research paper will be presented. 3 credits.

IS 350. World Cinema. This course explores the cinematic production on a global scale. The chosen films will reflect the unique socio-cultural characteristics distinguishing the countries under analysis. Students will analyze movies to understand how visual images provide a direct impression of people living in different environments. Students will acquire distinct national and subnational perceptions of global issues including, among others, the challenges posed by modernization, ethnic conflict, war and poverty. 3 credits.

IS 491. Senior Thesis. The primary purpose of this course is to permit students to write a significant research paper that will demonstrate their abilities to do independent work and research on the region of the world that they have chosen for their World Regional Concentration. The thesis will allow students to demonstrate how successfully they have integrated the material from their courses. The thesis should be carefully researched, logical, properly documented, make clear and reasonable arguments and be well written. 3 credits.

IS 494. Special Topics on International Topics. When deemed appropriate a class on a special international topic will be offered to all students. Such a course can replace any required or elective course in IS, except IS 102, 104 and 491. Approval must be granted by the Director of International Studies. 3 credits.

IS 496. Independent Study. Under the guidance of a professor a student will engage in an advanced project or reading or research. Approval by the director of International Studies must be granted. Such course can replace any required or elective course in IS, except IS 101, 102 and 491. 1-3 credits.

INFORMATION TECHNOLOGY (IT)

IT 123. User-Centered Web Site Design. An introduction to the creation of effective web pages and sites. Topics related to effective site creation include color, typography, layout and multimedia. Students will create web pages directly by producing

html and css documents using a personal computer. 3 credits. Fall of most years.

IT 192. Independent Study in Information Technology. Independent study or project in some area of introductory computer applications or computer science under the supervision of computer science faculty. Prerequisite: permission of the department. 1-3 credits.

IT 220. Data Crunching in Business. An introduction to data manipulation in business, Microsoft EXCEL or an equivalent spreadsheet program, its application to business and accounting problems, and an introduction to data analysis and Pivot tables. 3 credits.

IT 280. Special Topics in Information Technology. An intensive study of how information technology can be used in various fields. Students will be exposed to applications in both a theoretical and hands-on manner. Although there is no separate laboratory section, students will complete substantial amounts of their work using software applications. 1-3 credits. Offered periodically.

ITALIAN (ITAL)

ITAL 101-102. Elementary. The fundamentals of Italian grammar and structure. Seeks to develop language proficiency through communicative methods and culturally oriented materials. Prerequisite for 102: 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ITAL 201-202. Intermediate. Intermediate-level Italian grammar with reading, practice in conversation, understanding content in excerpt from selected literary texts and cultural material. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ITAL 301. Advanced Conversation and Composition. Advanced language study stressing conversation and composition through the analysis of current issues in modern Italian society. This course will help students develop competence in the Italian language and culture. ITAL 202 is required. 3 credits. Fall.

ITAL 302. Advanced Grammar and Composition. Advanced language study stressing grammar and

composition through the analysis of literary works and films. This course will help students develop competence in the Italian language and culture. Prerequisite: ITAL 202, equivalent, or permission of instructor. 3 credits. Spring.

ITAL 335. Special Topics in Italian: Language. Directed reading and research in topics dealing with Italian language. 1-6 credits. Prerequisite ITAL-302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

ITAL 435. Special Topics in Italian: Literature and Culture. Directed readings and research in topics dealing with Italian cultures. 1-6 credits. Prerequisite ITAL-302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

JOURNALISM (JMC)

JMC 101. Communication Today. An overview of the rapidly changing fields of journalism and strategic communication, their history and their relationship to society. Areas covered include newspapers, magazines, broadcasting, public relations, advertising and how those areas and others are impacted by the move to digital media. The beginning course for all Journalism and Mass Communication and Strategic Communication and Digital Media majors and open as an elective to all other students. 3 credits. Fall and Spring.

JMC 110. Professional Writing I: Style. "A writer is a person for whom writing is more difficult than it is for other people," said Thomas Mann. That's because a writer appreciates just how important the act of writing is. In JMC 110, you will learn to think like a writer. Why does writing matter? What does that really mean? You will look at the relationship between art and craft, examine the importance of audience, and begin a conscious exploration of your own writing process. You will also see why mechanics play a key role in articulating your ideas clearly. 3 credits. Fall and Spring.

JMC 111. Professional Writing II: Craft. Building on skills and behaviors introduced in JMC 110, JMC 111 helps put the concept "Writing is important" into practice: Understand mechanics. Insist on clarity.

Attend to detail. Know your audience. Meet deadlines. Be curious. Make good choices. Tell good stories. Demand excellence. Prerequisite: JMC 110. 3 credits. Fall and Spring.

JMC 140. The Digital World. A fundamental examination of the skills needed to succeed in the world of communications technology, from shooting and editing video using large camcorders or smart phones, the principles of audio and lighting, writing for all media, and the use of Internet-based resources for the latest communications. 1 credit. (Five-week course). Fall and Spring.

JMC 201. Reporter's Narrative: Style. The basic course in the principles and practices of writing and reporting for print and digital news platforms. Stresses ledes, story organization, accuracy, objectivity, and developing a news sense. Prerequisite: ENG 102. 3 credits. Fall and Spring.

JMC 202. Reporter's Narrative: Craft. Writing and reporting in-depth for all news platforms. Covers investigative research and interpretive journalism. Assignments stress interviewing and investigative techniques. Prerequisite: JMC 201. 3 credits. Fall and Spring.

JMC 202H. Writing and Reporting II (Honors). Honors option available. 3 credits. Offered on occasion.

JMC 241. Introduction to Radio. This course will look at the operation of a typical radio station, from programming, sales and promotions to the technology that makes it all happen. The course will also look at the history of radio with a special focus on current trends in the business, such as Internet radio, ownership consolidation, syndication, satellite programming and regulatory changes. 3 credits. Offered on occasion.

JMC 245. Video Production. Fundamentals of using visuals to tell news and feature stories. Concentrations will be on learning how to sequence a story visually with still pictures, then with field cameras and digital storage. In addition, students will learn how to edit video shot in the field into finished stories. JMC Majors only. 3 credits. Fall and Spring.

JMC 251. Introduction to Graphic Design. Students will be introduced to techniques and processes of

creating artwork and graphic design on the computer. Students will get an overview of electronic image manipulation, illustration, and page layout and design. No prerequisites. 3 credits.

JMC 261. Photojournalism I. A basic course emphasizing photography from the journalistic perspective. Fundamentals of camera operation, exposure, lighting and composition. Introduction to Photoshop and the digital imaging process. 3 credits. Offered every fall.

JMC 262. Photojournalism II. This course builds upon the skills learned in JMC 261. Principles and practices of journalistic photography, news, sports and feature photography. Picture story and photo essay. Combining words and pictures. Students are encouraged to shoot for on- and off-campus publications. Prerequisite: JMC 261 or equivalent with instructor's permission. 3 credits. Offered every spring.

JMC 281. Introduction to the Magazine. Various types of magazines, including general interest, consumer and other specialized magazines are analyzed. Steps in producing a magazine are discussed. Research project involves selected magazine critiques, a magazine prospectus and creation of a dummy magazine. Editorial, business and mechanical procedures are considered. 3 credits. Offered on occasion.

JMC 300. Media Law. The intersection of the law and communications — both the traditional media and legal areas relating to advertising. Major decisions of the U.S. Supreme Court and other courts relating to issues including the Internet, prior restraint, privacy, libel, copyright and broadcasting are considered. Ethical issues involved in the communications fields are also discussed. Prerequisite: Juniors/Seniors or permission of instructor. Open to students in all majors. 3 credit hours. Fall and Spring.

JMC 300H. Media Law Honors. The intersection of the law and communications —both the traditional media and legal areas relating to advertising. Major decisions of the U.S. Supreme Court and other courts relating to issues including the Internet, prior restraint, privacy, libel, copyright and broadcasting are considered. Ethical issues involved in the

communications fields are also discussed. Prerequisite: Juniors/Seniors or permission of instructor. Open to students in all majors. 3 credit hours. Fall and Spring.

JMC 305. Computer-Assisted Reporting. Searching, finding, writing. Traditional and online methods that underpin scholarship, journalism and related areas; questionnaires, content analysis, literature reviews, Web searches, spreadsheets, databases, listservs, newsgroups and so on. Legal and ethical issues examined. Stress on writing practice. Prerequisite: JMC 101. 3 credits. Offered on occasion.

JMC 310. Feature Writing. The writing of newspaper features and magazine articles. A course objective is to write for publication. Prerequisite: JMC 202. 3 credits. Offered on occasion.

JMC 312. Sports Writing. The writing and reporting of sports and athletics for all mass media in both the educational and commercial sectors. Emphasis is on writing play-by-play and human interest features, as well as in-depth reporting. An analysis of the principles and practices of sports information is emphasized. Prerequisite: JMC 202. 3 credits. Offered annually.

JMC 315. Persuasive Writing and Rhetoric. An upper-level writing course for students interested in public relations. Concentration on the finer points of wordsmithing in the context of a variety of public relations functions such as promotional copywriting, speechwriting, media relations and quote-crafting. A scrutiny of word choice, phrasing and organization to create maximum deliberate effect. Includes an ethical component to understand how rhetorical choices can lead to intentional and unintentional consequences. Prerequisite: JMC 202. 3 credits. Offered on occasion.

JMC 318. Creative Nonfiction. True stories told well — that's the premise behind creative nonfiction, a genre that spans a broad spectrum from literary journalism to memoir. Springing from a long tradition of writing that emphasizes verisimilitude, creative nonfiction employs the literary conventions of fiction and poetry to explore the truth in ways beyond the mere transmission of facts and information. Students will read examples of creative nonfiction to get a sense of the genre's possibilities while also writing creative nonfiction projects of their

own. Prerequisite: Sophomore standing. 3 credits. Offered on occasion.

JMC 319. Writing Spaces and Places. In works of creative non-fiction, place is often a central character in the narrative, providing background, context, and backdrop for the action. Through place, writers explore the world around them literally and metaphorically, creating profound connections between themselves and the spaces they occupy — as well as connections between readers and those spaces. While looking at effective examples of writers who write about space and place, students will have the opportunity to explore the world around them through writing of their own. 3 credits. Offered on occasion.

JMC 322. Sports Communication. (Majors only) Examines the techniques and strategies used in the communications/public relations field for college and professional sports and how they shape the reporting of sports news. Course will cover writing, design and layout for press releases, publications and websites. Includes analysis of sports public relations as a career field. Prerequisite: JMC 202. 3 credits. Offered on occasion.

JMC 325. Media and Environmental Affairs. This course will look at the way media have been used in environmental public relations campaigns and in environmental advocacy. The course will also examine how research is conducted, publics are decided, and campaigns are developed and evaluated. This class will also emphasize case studies of environmental campaigns. New technologies, worldwide ecotourism, and current issues will be discussed. 3 credits. Offered on occasion.

JMC 340. Broadcast Reporting. Fundamentals of broadcast news and sports writing and reporting. Areas covered will include learning how to write in broadcast style, writing into and out of sound bites, selection of bites, use of natural sound throughout stories, writing to visuals, standups and learning how to sound professional and credible on the air. Prerequisite: JMC 245. 3 credits. Fall and Spring.

JMC 341. Sports TV Production I. This course will help students develop the skills involved in the production of live sports telecasts, using the university's broadcast truck. This course will allow

students to specifically learn to work on-air, as well as produce and direct game telecasts, work as video cameramen, audio operators, technical directors, and graphics operators/producers. Because students will actually produce content for air, class times and dates in the later portion of the semester may be changed to fit the events being covered. Students are apprised that they will need to plan for this when a schedule of events that can be televised is available. 3 credits. Fall.

JMC 342. Sports TV Production II. This course will help students develop the skills involved in the production of live sports telecasts, using the university's broadcast truck. This course will allow students to specifically learn to work on-air, as well as produce and direct game telecasts, work as video cameramen, audio operators, technical directors, and graphics operators/producers. Because students will actually produce content for air, class times and dates in the later portion of the semester may be changed to fit the events being covered. Students are apprised that they will need to plan for this when a schedule of events that can be televised is available. This is a continuation of JMC 341. Prerequisite: JMC 341. 3 credits. Spring.

JMC 345. On-Air Announcing. This course offers instruction for improving on-air delivery for radio and television announcers. 3 credits. Offered every fall.

JMC 399. Communication Research Methods. This course provides an overview of mass communications research methods, including survey research, laboratory and field experiments, and content analysis. Prerequisite: JMC 101. 3 credits. Fall and Spring.

JMC 400. Case Studies in Media Ethics. The course introduces students to ethical dilemmas faced by practitioners in the fields of journalism and mass communication. It will provide them with a basis for thought processes and analysis critical to finding solutions. Readings and case studies will be complemented by guest speakers who have been confronted with ethical questions. Prerequisite: juniors and seniors only. Majors and minors only. 3 credits. Offered on occasion.

JMC 401. Special Studies in Journalism and Mass Communication. This course gives students the

opportunity for in-depth study of JMC-related issues and topics. Students may arrange for planned independent study in journalism and mass communication under the guidance of a faculty adviser. School permission is required. 1-3 credits.

JMC 411. Opinion Writing. The intent is to familiarize students with the techniques of fact-finding, interviewing and writing necessary to produce editorials and commentaries for print and digital publications. Techniques of effective argumentation will be stressed. Students will publish on their own blogs as part of JMC professional portfolio development. Prerequisite: junior and senior majors only. 3 credits. Offered every fall.

JMC 412. Sports Commentary and Analysis. The course familiarizes students with the technique of fact-finding, interviewing and writing necessary to produce credible commentaries and analyses in the field of sports for various media. Online writing, including blogging, will be stressed. Techniques for promotion of students' work will be explored. Writing weekly is stressed. Publication is expected through students' blogs. Prerequisite: JMC 312 or instructor's permission. 3 credits. Offered on occasion.

JMC 413. Writers on Writing. "[M]any of us...care about the language, in our and craft of telling stories on paper," says Stephen King in the introduction to his book *On Writing*. By writing about writing, writers like King offer insights into their creative processes that can give other writers insights into their own creative processes. Such works invite consideration of the question, What does it mean, really, to be a writer? Junior and senior JMC majors only. 3 credits. Offered on occasion.

JMC 414. Journalists' Workshop I. A hands-on community news reporting course that incorporates all reporting, writing, video and editing instruction taken by the time a student reaches junior class status. Class members will staff an online news site covering communities surrounding the university. Prerequisite: JMC 202. 3 credits.

JMC 415. Journalists' Workshop II. A hands-on community news reporting course that incorporates all reporting, writing, video and editing instruction taken by the time a student reaches junior class

status. Class members will staff an online news site covering communities surrounding the university. This course continues the work of JMC 414. Prerequisite: JMC 414. 3 credits.

JMC 418. Creative Nonfiction II. Building on the work students have done in Creative Nonfiction I, students will look to further develop their "truth-telling" skills. This course will focus on longer-form writing with a focus on memoir. Students will read examples of creative nonfiction to get a sense of the genre's possibilities while also writing creative nonfiction projects of their own. Prerequisite: JMC 318. 3 credits. Offered on occasion.

JMC 440. Seminar in Broadcast Journalism I. Advanced course in producing, writing, field reporting, anchoring and the production of a television newscast. Students will incorporate what they have learned in all broadcast journalism courses within the sequence. The vehicle used for students learning this advanced work will be in the form of a weekly TV newscast telecast on SBU-TV, Channel 9. Prerequisite: JMC 340 or with instructor's permission. 3 credits.

JMC 441. Seminar in Broadcast Journalism II. Advanced course in producing, writing, field reporting, anchoring and the production of a television newscast. Students will incorporate what they have learned in all broadcast journalism courses within the sequence. The vehicle used for students learning this advanced work will be in the form of a weekly TV newscast telecast on SBU-TV, Channel 9. This course continues the work of JMC 440. Prerequisite: JMC 440. 3 credits.

JMC 470. Internet and the Law. This class will look at the legal rules that apply to life online, including some background on how the Internet is governed and an in-depth look at several issues. The course is open to all majors. 3 credits. Offered on occasion.

JMC 471. Blogging for Media Professionals. The course is designed to further professional development as a credible reporter, commentator, or analyst in online forums on topics or issues of creative or professional interest. Promotion of posts, ethical practice, inclusion of digital video and audio in posts will be considered. The roles and responsibilities of the blogger as publisher will be

discussed. Majors only. Prerequisite: JMC 202 or instructor's permission. 3 credits. Offered on occasion.

JMC 480. Journalism as Literature. An exploration of the more artistic and creative aspects of nonfiction writing, mainly through an examination of newspaper and magazine reporting that has endured as literature in America. In addition, the techniques of masters of fiction who also excelled in nonfiction will be studied. 3 credits. Offered on occasion.

JMC 482. Women, Minorities and the Media. The course has two main themes: the history of women and minority journalists working in the U.S. media from the colonial era to the present day and the portrayals by the media of these collective groups often left outside the mainstream. Films, guest speakers and primary source materials supplement the overview textbooks. 3 credits. Offered on occasion.

JMC 483. Media and Democracy. This course uses a seminar format to explore the external factors that impact the content and quality of news and the media's relationship with a healthy democracy. It examines conflicts between the media's responsibility to keep citizens informed and serve as a watchdog over powerful interests with news organizations' roles as profit-making businesses. The growth of the Internet and social networks and their impact on journalistic form and content also are explored. Offered on occasion.

JMC 485. Civil Rights Movement and the Media. It has been said that without the media, there would have been no Civil Rights Movement. This course will explore that theory and examine the powerful role the media played in shaping the events of the Civil Rights Movement. Media coverage — both black and mainstream — of key civil rights cases, such as the murder of Emmett Louis Till, will be analyzed, as well as the Southern journalists who defended blacks in the 1950s and 1960s. The course will also cover assassination of Medgar Evers in 1963, the Freedom Rides of 1961, and the often untold story of how women and children helped shape the movement. This course will NOT be about Martin Luther King Jr. and Rosa Parks; though they are seen as icons of the Civil Rights Movement, the movement was much

more than these two people. 3 credits. Offered on occasion.

JMC 486. The Communications Entrepreneur. The course is designed to give basic familiarity with the multiple aspects of becoming an entrepreneur--to teach you how to utilize, efficiently and effectively, the services of those professionals to your own business advantage. All majors. 3 credits. Offered on occasion.

JMC 499. Comprehensive Experience. Students in the Journalism program will be expected to participate in a Program Assessment Comprehensive Interview in the fall of year four. The student is expected to select a position and "apply" for a position. The student will then submit a cover letter, resume and portfolio for review by the assessment committee comprised of faculty and alumni/professionals. Students will participate in etiquette seminars. In preparation for the interview, students will be expected to gather information about the company/organization, as would be expected in a professional environment. Students will be graded based on a comprehensive rubric. Students will either pass or fail. Students who fail will have until the end of the spring year four to make suggested corrections and submit again. It is also expected that before students receive a grade for this course, all 400 internship hours be completed. Prerequisite: JMC 410. 2 credits. Fall and Spring.

LATIN (LAT)

LAT 101-102. Elementary Latin. The study of the fundamentals of the Latin language: etymology, syntax and vocabulary. Daily exercises in translation. Easy reading exercises are added in second semester. 6 credits. Fall and Spring.

LAT 201. Introduction to the Latin Authors of the Republic. Brief review of syntax. Lectures on the history of Latin literature of the Republic. Readings of selections from representative authors. Prerequisites: Latin 101-102 or the equivalent. 3 credits. Fall.

LAT 202. Introduction to the Latin Authors of the Empire. Continued review of syntax. Lectures on the history of Latin literature of the Empire. Reading of selections from representative authors. Prerequisite: Latin 201. 3 credits. Spring.

The following advanced courses will be offered by members of the department when registration warrants. The department offers advanced courses each semester, a minimum of which is scheduled below. Prerequisite: Latin 202 or consent of the instructor.

LAT 301. Horace. The Odes and Epodes. The development of Latin Lyric. 3 credits. Fall.

LAT 302. Horace. The Satires and Epistles. The Ars Poetica. Prerequisite: Latin 301. 3 credits. Spring.

LAT 303. Roman Historians: Tacitus. Lectures on the life, works and style of Tacitus. Readings from the *Annales* or from the *Agricola* and *Germania*. 3 credits. Fall.

LAT 304. Roman Historians: Livy. The characteristics of Augustan Prose. Selections from Books, I, XXI and XXII. 3 credits. Spring.

LAT 307. Cicero: Orations. Lectures on Roman Oratory, and on the life and style of Cicero. Readings from *Pro Archia*, *Pro Marcello*, *Pro Roscio Amerino*, and in *Verrem* (*Actio II*, *Oratio IV-De Signis*). 3 credits. Fall.

At the discretion of the instructor, special attention may be directed to one Ciceronian oration. The course would, in that case, be numbered:

307-B Cicero: *Pro Sestio*.
307-C Cicero: *Pro Milone*.
307-D Cicero: *The Verrines*.
307-E Cicero: *Pro Caelio*.
307-F Cicero: *Second Philippic*.

LAT 308. Poetry of the Ciceronian Age. The Alexandrian movement and its effect upon Latin literature. Selections from the poems of Catullus and from the *De Rerum Natura* of Lucretius. 3 credits. Spring.

LAT 310. Poetry of the Empire. Ovid. Selections from the *Metamorphoses* and elegiac poetry of Ovid. 3 credits. Fall.

LAT 311. Virgil: Aeneid. The theme of the Aeneid, and its relation to earlier and later epic. Readings from Book I, II, IV, VI. 3 credits. Spring.

LAT 312. Special Topics. A collaborative investigation, with mentoring emphasis, into the language, thought, and style of Latin authors not otherwise included in the course catalogue (or in the traditional preparation of undergraduate students for graduate work) or of Latin authors that appear in the catalog but that will be approached in non-traditional ways. The matter of the course will depend on the on-going research interests of the instructor, be dealt with in a seminar format, and result ideally in work publishable in some form.
Prerequisite: LAT 202/Equivalent. 3 credits.

LAT 401. Latin Satire. The development of Latin satire. Selections from Horace, Persius, Juvenal and from the Apocolocyntosis of Seneca. 3 credits. Spring.

LAT 403-404. Latin Prose Composition. Designed to impart knowledge and practice of correct expression, elegance of style and theoretical embellishment. Required of all those majoring in Latin. Prerequisite: Latin 202. 2 credits. Every other year.

LAT 405. Roman Comedy. The origin and development of Roman comedy. Reading from Plautus' *Captivi* and *Trinummus*; Terence's *Phormio*, at the discretion of the instructor, *Hautontimorumenos*. 3 credits. Spring.

LAT 409-410. Senior Seminar in a Latin Author. Introduction to bibliography, palaeography and textual criticism. The comprehensive study of the writings of one Latin author, to be selected by the instructor. Required of all those majoring in Latin. Prerequisite: Latin 202. 4 credits. Every other year.

MATHEMATICS (MATH)

MATH 099. Developmental Mathematics. The course is intended for students who need to improve their fundamental knowledge of basic arithmetic and algebra skills before they can be successful in the mathematics course required for their major. Topics will include fractions, decimals, signed numbers, percents, ratios and proportions, linear and polynomial expressions, equations, and graphs. Applications are emphasized throughout in

preparation for further study in mathematics and other disciplines that involve quantitative problems. Students will be placed into this course by the Mathematics Department based on a combination of high school record, SAT/ACT scores, and/or placement exam score. This course will not satisfy the quantitative reasoning requirement of the General Education curriculum. Students may not enroll in this course if they have successfully completed any college mathematics course. 3 credits. No academic credit is received for this course, nor does it fulfill the mathematics requirement for any degree program. Credit equivalent is listed only for the purpose of determining full-time student status.

MATH 107. Introduction to Statistics. This non-calculus-based study of statistics, includes descriptive methods, basic probability theory, some design and data-collection issues, and procedures for statistical inference. Topics on statistical inference include confidence intervals and hypothesis testing for means and proportions along with chi-squared tests. Emphasis is on set-up and interpretation rather than on computation, with a significant reliance on computer software and/or statistical calculators for the "number crunching" portion of the analysis. Students may not receive credit for both MATH 107 and MATH 117. MATH 107 includes all content in MATH 117 except ANOVA, and consequently moves at a slower pace than MATH 117. 3 credits. Fall and Spring.

MATH 108. Pre-Calculus Mathematics. This course provides a detailed study of topics needed for success in calculus: algebra, trigonometry, analytic geometry, and functions. Intended for students who need to take at least one semester of calculus for their major. 3 credits. Fall.

MATH 111. Mathematics for Elementary Education I. This course, in conjunction with Math 112, is intended to give pre-service elementary school teachers a deep understanding of the mathematical systems that they will be expected to teach. The content of Math 111 includes the arithmetic systems of the whole numbers, the integers, and the rationals (at least in fraction form). For each system, students are expected to understand not only how to perform the four arithmetic operations, but also what those operations accomplish in real life, why the operations work the way they do, and how to model or

represent those operations in concrete or semi-concrete ways. The study of the integers includes some basic number theory. Underlying all topics in Math 111 are the notions of estimation, mental arithmetic, problem solving, mathematical communication, and viewing mathematics as a logical and sensible system rather than a set of memorized procedures. Intended for elementary education majors. 3 credits. Fall.

MATH 112. Mathematics for Elementary Education II. This course is a continuation of Math 111, with the same philosophy and emphasis on achieving a deep understanding of elementary school mathematics. The content for Math 112 includes the real number system (as comprised of terminating, repeating, and non-repeating decimals), percents and proportions, probability, descriptive statistics, measurement (in English, metric, and non-standard units), and an overview of basic terminology and concepts from geometry. Intended for elementary education majors. Prerequisite: Math 111. 3 credits. Spring.

MATH 117. Introduction to Statistics for Natural Science Majors. This non-calculus-based study of statistics includes descriptive methods, basic probability theory, some design and data-collection issues, and procedures for statistical inference. Topics on statistical inference include confidence intervals and hypothesis testing for means and proportions, chi-squared tests, and one-way and two-way ANOVA. Emphasis is on set-up and interpretation rather than on computation, with a significant reliance on computer software and/or statistical calculators for the "number crunching" portion of the analysis. Students may not receive credit for both MATH 107 and MATH 117. MATH 117 includes all content in MATH 107, but moves at a faster pace to allow for the inclusion of the ANOVA topics. 3 credits. Fall and Spring.

MATH 121. Finite Mathematics for Management and Social Sciences. An introduction to mathematical techniques used in management and social science applications, including matrix arithmetic for modeling multi-variable problems, Gauss-Jordan elimination for solving systems of equations, graphical and simplex methods for solving linear programming optimization tasks, and basic notions from the mathematics of finance. 3 credits. Fall and Spring.

MATH 122. Calculus for Management and Social Sciences. This course is an introduction to differential and integral calculus with applications to management and social sciences. The course emphasizes the modeling of problems and the interpretations of results rather than theory. Students who have successfully completed Math 151 may not take this course for credit. Although there is no Prerequisite, students are encouraged to take MATH 121 before taking MATH 122. 3 credits. Fall and Spring.

MATH 135. Quantitative Reasoning. This course enables students to apply quantitative reasoning skills to their daily lives. The topics include numerical reasoning, logical reasoning, and statistical reasoning, all applied to a variety of problems facing citizens of the 21st Century. Students who have credit for MATH 151 may take MATH 135 only with permission of the Mathematics Department. 3 credits. Fall.

MATH 145. Introduction to Mathematical Concepts. The purpose of Math 145 is to develop in students an appreciation of and a sense of accomplishment in mathematics by exploring topics that they have likely not seen in high school and illustrating them with contemporary real-world applications. The course is intended for students majoring in liberal arts disciplines. The topics of the course may vary from semester to semester, but the topics covered most often are graph theory, social choice, coding, and symmetry. Students who have credit for MATH 151 may take MATH 145 only with permission of the Mathematics Department. 3 credits. Fall and Spring.

MATH 151. Calculus I. The study of calculus of functions of one variable. The course covers rates of change, limits, the derivative, the definite integral, the Fundamental Theorem of Calculus, area and average value, and exponential growth and decay. All topics are treated with an emphasis on graphical interpretation. Prerequisite: an understanding of algebra and trigonometry at the level of Math 108. 4 credits. Fall and Spring.

MATH 152. Calculus II. A continuation of Math 151 that includes methods of integration, numerical integration, applications of the definite integral, Taylor polynomials and approximations, and infinite sequences and series. Prerequisite: Math 151 or its equivalent. 4 credits. Fall and Spring.

MATH 199. Readings in Mathematics. This course offers the interested student an opportunity to work under the supervision of a faculty member in exploring an area of mathematics beyond the scope of existing courses. The topic and content for the semester (and the plan for grading) must be approved by the department chair before the course is included in the offerings. The course is not open to mathematics majors. Prerequisite: Permission of the instructor. 1-3 credits. Offered as needed.

MATH 204. Forays Into Algebra. An introduction to topics in abstract algebra with applications. The course will introduce the students, to rings, fields and groups in the context of concrete applications. 3 credits. Offered as needed.

MATH 207. Discrete Mathematics I. An introduction to topics in discrete mathematics, including logic, set theory, functions and sequences, methods of proof, algorithms, number theory, counting, and discrete probability. 3 credits. Spring.

MATH 208. Discrete Mathematics II. A continuation of Math 207 that includes advanced counting techniques, relations, graphs and trees, Boolean algebra, languages and grammars, and finite state machines. Students who have successfully completed Math 345 may not take this course for credit. Prerequisite: Math 207. 3 credits. Fall.

MATH 211. Geometry for Elementary Education. An intuitive approach to geometry whose topics include angles, polygons, circles, parallelism, area, perimeter, similarity, congruence, volume, and surface area. Transformations are studied and applied to tessellations and symmetry. The course contains some proofs, but most results are developed by way of informal arguments and inductive reasoning. A dynamic geometry software package is used. Intended for elementary education majors. Prerequisite: Math 112. 3 credits. Spring.

MATH 241. Linear Algebra. An introduction to linear algebra and its applications. Topics include systems of linear equations, vectors, matrices, linear geometry, vector spaces, dimension, and linear transformations. Prerequisites: Math 152 and Math 207. 3 credits. Spring.

MATH 251. Calculus III. The study of calculus of functions of several variables. Topics include vectors and graphs in three dimensions, partial derivatives and their applications, multiple integrals and their applications, and line and surface integrals. Prerequisite: Math 152. 4 credits. Fall.

MATH 252. Ordinary Differential Equations. An introduction to ordinary differential equations. Topics include modeling, analytic solutions, qualitative study of solutions, and numerical approximation of solutions. Prerequisite: Math 152. 3 credits. Spring.

MATH 281. Problem-Solving Seminar. Techniques of mathematical problem-solving are studied and applied to a wide range of problems. Students present their solutions for class discussion. This course prepares students to take the Putnam exam, if they wish to do so. May be repeated for credit. Prerequisites: Math 152 and 207. 1 credit. Fall.

MATH 312. Geometry. This course views mathematics as comprised of axiomatic systems, and illustrates this view with a study of Euclidean and non-Euclidean geometries. The course includes Euclidean constructions, along with transformational and coordinate/analytical approaches as alternatives to synthetic geometry. A dynamic geometry computer software package is used as appropriate. Prerequisites: Math 207 and Math 241. 3 credits. Fall of even years.

MATH 322. Mathematical Probability. This course is a calculus-based study of probability that includes basic probability theorems, the notions of discrete and continuous random variables, mathematical expectation, moment-generating functions, change of variable, multivariate distributions, product moments, and the Central Limit Theorem in preparation for inferential statistics. Prerequisites: Math 207 and Math 152. 3 credits. Spring of odd years.

MATH 323. Mathematical Statistics. This course is a calculus-based study of statistics. The course includes a brief overview of some issues in experimental design and data collection, followed by a careful study of techniques for and interpretation of inferences regarding means, variances, proportions, regression, and correlation. Computers and/or calculators are used in these analyses. Some time is

devoted to non-parametric procedures. Prerequisite: Math 322. 3 credits. Fall of odd years.

MATH 341. Abstract Algebra I. This proof-intensive, theoretic course examines the properties of generalized algebraic structures, focusing primarily on groups, rings, integral domains, and fields. Illustrative examples include the real number system and several of its sub-systems, permutation groups, groups of functions under composition, modular arithmetic, the complex numbers, and matrices. Prerequisites: Math 207 and Math 241. 3 credits. Fall of even years.

MATH 342. Abstract Algebra II. The proof-intensive, theoretic study of mathematical structures with an emphasis on rings, ideals, integral domains, fields, and vector spaces. Prerequisite: Math 341. 3 credits. Offered as needed.

MATH 345. Graph Theory. A study of graphs and digraphs from both an abstract and algorithmic point of view. The course includes topological properties, numerical representations, and applications of graphs. Prerequisite: Math 207. 3 credits. Offered as needed.

MATH 351. Introduction to Real Analysis I. This proof-intensive, theoretic course covers the basic principles of mathematical analysis of functions of a single real variable, including the topology of the real number system, sequences, limits, continuity, differentiation, integration, infinite series of real numbers, and infinite series of functions. Prerequisites: Math 207 and Math 152. 3 credits. Fall of odd years.

MATH 352. Introduction to Real Analysis II. A proof-intensive, theoretic development of the calculus of functions of several real variables. Prerequisites: Math 241, 251 and 351. 3 credits. Offered as needed.

MATH 413. Number Theory. Basic concepts, divisibility, primes, Diophantine equations, congruence, Euler's function, and applications to cryptography. Prerequisite: Math 207. 3 credits. Offered as needed.

MATH 431. Numerical Analysis. An introduction to numerical techniques and mathematical models, including data representation, graphing, systems of

equations, interpolation, approximation, and random simulation. Prerequisites: CS 131, Math 241, and Math 251. 3 credits. Offered as needed.

MATH 432. Operations Research. Problem formulation, linear programming, transportation, transshipment and assignment problems, network analysis, dynamic programming, game theory, queuing theory, and computer simulation. Prerequisites: Math 241, 251, 322, and CS 131. 3 credits. Offered as needed.

MATH 453. Complex Variables. A study of the complex number system, functions of a complex variable, and calculus concepts applied to such functions. Prerequisite: Math 251. 3 credits. Offered as needed.

MATH 461. History and Philosophy of Mathematics. The course offers an overview of the people, times, circumstances, and applications related to the major developments in mathematics, including some of the philosophical issues underlying these developments. Contributions of minorities and of other cultures are studied. Topics from lower-level courses are put into historical and philosophical perspective and integrated together, and some new topics are presented. Students are required to write papers and to make oral presentations in class on topics of their choice. Prerequisite: junior- or senior-level standing as a mathematics major. 3 credits. Offered as needed.

Special Topics

The following courses allow the qualified student to pursue her or his special interest in mathematics with the approval, and under the guidance, of the mathematics faculty.

MATH 484. Special Topics in Algebra. Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 485. Special Topics in Analysis. Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 486. Special Topics in Topology. Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 487. Special Topics in Applied Mathematics.

Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 491. Honors Option. A project-oriented activity to supplement selected junior- or senior-level math courses, under faculty direction. Prerequisite: departmental permission. 0 credits. Offered as needed.

MATH 492. Senior Comprehensive Project. The project consists of selecting a topic relating to, but beyond the usual scope of, a 300- or 400- level mathematics course, writing a paper on the topic, and then presenting the paper to the mathematics faculty and other mathematics students. The paper and the talk are prepared under the guidance of a mathematics faculty member, typically the one who taught the course to which the topic relates. Prerequisite: Departmental approval of project abstract. 1 credit. Offered as needed.

MANAGEMENT (MGT)*. *NOTE: All MGT courses previously had the course catalog prefix of MSC.

MGT 301. Management and Organizational Behavior. An investigation of the major functions of management (planning, organizing, coordinating and controlling) including an in-depth analysis of concepts and theories from the behavioral sciences. Particular attention is given to theories of motivation, organizational structures and behavior, management development, group dynamics, models of authority and the management of changing organizations and how they relate to modern managerial techniques. 3 credits. Fall and Spring.

MGT 306. Production and Operations Management. A descriptive and analytical approach to the study of production processes. Topics discussed include forecasting, inventory planning, aggregate planning and scheduling, plant layout, quality control, methods analysis and work measurement. Prerequisite: QMX 212. 3 credits. Fall and Spring.

MGT 310. International Management. An in-depth analysis of the concepts that involve the operations of multinational corporations (MNCs) and foreign corporations and their effect on international business. Prerequisite: MGT 301. 3 credits. Spring.

MGT 322. Introduction to Management Science. An overview of the quantitative techniques used in managerial decision analysis. Decision theory concepts are introduced with decision making under certainty, uncertainty and risk. Areas studied include linear programming and its extensions, an introduction to PERT/CPM models, Markov chain analysis, queuing theory and simulation. Prerequisite: QMX 212. 3 credits. Fall.

MGT 324. Labor Relations. An historical and analytical coverage of the relationship between organized labor and management. Topics discussed include an investigation of organized labor as a political group and as a party in the collective bargaining process. Prerequisite: MGT 301. 3 credits. On occasion.

MGT 329. Introduction to Sports Management. Study of topics currently defining the sports industry including quality and continuous improvement, teamwork, diversity, ethics and social responsibility, globalization, information technology and change. 3 credits. Fall.

MGT 330. Introduction to Entrepreneurship. An introductory exploration into the creation of new ventures. Emphasis is placed on low-capital intensive startups--businesses that students can develop while still at university. Skill sets emphasized include basic social media and content management systems (web design). Recommended for sophomores or juniors. Must have permission of instructor. 3 credits. Fall.

MGT 401. Human Resource Management. An investigation of systems designed to manage the human resource. Specific topics include job analysis and description, recruitment, selection and placement of personnel, management development and appraisal systems, incentive systems, and wage and salary administration. Prerequisite: MGT 301. 3 credits. Every two years.

MGT 402. Advanced Human Resource Management. This class is an expanded investigation of concepts in the human resource area with an emphasis on systems, structuring and implementation. Specific topics include total compensation; strategic integration; performance management, and implementation tactics. 3 credits.

MGT 413. Business Policy. This is the School of Business capstone course and is taken during the student's senior year. Utilizing the case approach, the student will be required to apply concepts of management, accounting, marketing, economics and finance to case analysis. The cases will cover a large number of companies engaged in widely diversified activities. Emphases will be placed on policy formulation and top management decision-making. Business major with senior standing. 3 credits. Fall and Spring.

MGT 416. Social Roles in Organizations. This course will use the ethics and stakeholder management framework, emphasizing business's social and ethical responsibilities to both external and internal stakeholder groups. The ethics dimension is central to this course. Prerequisite: MGT 301. 3 credits. Every two years.

MGT 419. Organizational Development. An examination of various theories, design, and practices related to developing work organizations as more effective entities. Topics discussed include organizational development models, stages of organizational growth and health, team building, and conflict resolution. Prerequisites: MGT 301. 3 credits. Every two years.

MGT 422. Applied Management Science. A study of quantitative techniques applicable to management with a strong orientation towards application. The areas covered include simulation, forecasting, game theory, and advanced topics in mathematical programming. Case studies and projects are employed to provide practical applications of the methods discussed. Prerequisite: MGT 306 or 322. 3 credits. On occasion.

MGT 430. Entrepreneurship Practicum. Practice in actual small business problem situations. Student teams will consult with small businesses in the field and prepare formal recommendations for management consideration. Prerequisites: MGT 301, 330; ACCT 201, 202. On occasion.

MGT 431. Advanced Entrepreneurship Practicum. Advanced practice in actual small business problem situations. In cooperation with the Small Business Administration, student teams will consult with a small business in the field and prepare formal

recommendations for management consideration.

Prerequisites:

MGT 301, 330; ACCT 201, 202. On occasion.

MGT 432. Family Business Management. From the small businesses started in basements to the Ford Motor Company, most firms in the world are founded, financed and controlled by families. Most students are--or will be--working in a family-controlled enterprise. Most companies have suppliers, customers and advisors (accountants, attorneys, etc.) whose firms are family-controlled. Therefore to have a thorough understanding of the business world, students should study family enterprise. This course addresses the special issues of family-controlled firms including succession, finance, governance, strategy, family dynamics, culture, philanthropy and family offices. The course will involve guest lecturers, case studies, field and research assignments and presentations regarding family enterprise. In owning, advising or working with family businesses, one must be aware of three separate dynamics: the business, the family and ownership. Each presents special professional challenges and at times, they may seem to be at cross-purposes; this is particularly relevant when examining family vs. non-family controlled firms.

MGT 446. International Business – China Studies.

This course introduces the student to China, its culture, history, and prospects for the future, all with a business focus. The course entails travel to Shanghai, Xi'an, and Beijing. Briefings are conducted by senior management at several US and foreign businesses in China.

MGT 498. Independent Study. Research in selected topics in management under the supervision of a faculty member, designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits.

MGT 499. Special Topics. A well-defined course of study of specific topics in management that go beyond the regular course offerings. 1-3 credits.

MARKETING (MKT)

MKT 301. Principles of Marketing. An in-depth analysis of marketing functions. Topics include

consumer behavior, product planning, pricing, distribution and promotion. 3 credits. Fall and Spring.

MKT 302. Consumer Behavior. Examination of theory and recent research concerning buyer decision processes. Interdisciplinary studies of individual, family and organizational purchase behavior are examined. Present and potential applications for marketing in the public and private sector are discussed. Prerequisite: MKT 301. 3 credits. Fall.

MKT 303. Sales Management and Personal Selling. Management of the personal selling function and sales management in both industrial and consumer goods firms. Topics include personal selling and marketing strategy; organization of the sales force; recruiting; training, motivating, compensating and evaluating sales personnel; developing trust and rapport, and consultative selling. Prerequisite: MKT 301. 3 credits. On occasion.

MKT 304. Merchandising. An investigation of the marketing functions particularly as they apply to the retail level of the distribution system. Prerequisite: MKT 301. 3 credits. Spring.

MKT 305. Channels of Distribution. An analysis of the institutional structure of the channel which creates and distributes product assortments to specific markets. Special emphases on decision making in channel design, communication, leadership, conflict and control. Prerequisite: MKT 301. 3 credits. On occasion.

MKT 306. Advertising. An investigation of specific activities designed to generate demands for products and services. Particular emphasis is placed on the creative and functional aspects of advertising including media strategy. Personal selling and sales promotion will also be studied in terms of their respective roles in the firm's overall promotional strategy. Prerequisite: MKT 301. 3 credits. Fall.

MKT 308. Digital & Social Media Marketing. This course provides students with knowledge of how the principles of marketing are brought to digital channels. Search Engine Optimization provides students with the tools they need to manage a website's ranking on search engines and the power of search engine analytics. This is combined with techniques to apply other marketing topics to digital

channels such as social media and mobile device marketing. Prerequisite: MKT 301. 3 credits. Fall.

MKT 309. Sports Marketing. This course exposes students to special considerations necessary when applying marketing theory and practice to the area of sports. Upon successful completion of the course, students are expected to develop a better understanding of sports as a marketable commodity and to appreciate the intricacies of sports marketing. Prerequisite: MKT 301. 3 credits. Fall.

MKT 310. Event and Sponsorship Marketing. This course investigates two interrelated topics: Event Marketing and Sponsorship. The first half of the course focuses attention on event marketing including event planning, generating revenue and strategic partnerships. The second half of the course focuses on sponsorship including measuring sponsorship's effectiveness, selling sponsorships, and understanding the interrelationships between advertising, sponsorships and celebrity endorsers. In addition, "naturally occurring events" such as the Super Bowl and Olympics will provide case study material for discussion. Prerequisite: MKT 301. 3 credits. Fall every other year.

MKT 311. American Advertising Federation. This course is built upon a competition (National Student Advertising Competition) that is sponsored by the American Advertising Federation. Each year, a corporate sponsor provides an assignment or case study outlining the history of its product and current advertising situation. The case study is always candid and reflects a real world situation. Students must research the product and its competition, identify potential problem areas and devise a completely integrated communications campaign for the client. Each student team then "pitches" its campaign to a panel of judges. Regional NSAC competitions are held each spring in 15 districts throughout the U.S. The winning team in each district and one wild card team then advances to compete on the national level at the AAF National Conference in June. St. Bonaventure University participates in the competition. Prerequisite: MKT 301 and/or instructor's permission required. 3 credits. Spring.

MKT 402. Marketing Research. An analytical approach to investigating consumer markets and collecting and analyzing relevant marketing

information. Topics include problem definition, data collection methods, questionnaire design, editing and coding, statistical analysis and interpretation and presentation of results. Prerequisite: MKT 301, QMX 212. 3 credits. Spring.

MKT 405. International Marketing. An in-depth analysis of the concepts that involve the marketing operations of multinational markets, foreign corporations and the effect they have on international business. Prerequisite: MKT 301. 3 credits. Fall.

MKT 407. Marketing Models. The application of management science techniques to marketing problems to assist the students in developing their capacity to understand, build and implement quantitative models. 3 credits. On occasion.

MKT 410. Case Applications in Marketing Management. This course is the marketing capstone. A case studies course designed to provide the student with an applied approach to the integration of marketing functions and strategies. Prerequisite: Senior marketing major. 3 credits. Spring.

MKT 498. Independent Study. Study of specific topics in marketing carried out independently by the student under the supervision of a faculty member, designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits. Fall and Spring.

MKT 499. Special Topics in Marketing. A well-defined course of study in specific topics in marketing that go beyond the regular course offerings. Prerequisite: MKT 301. 1-3 credits.

MODERN LANGUAGES (ML)

ML 300. Introduction to Inter Cultural Communication. This course will analyze how culture defines one's view of the world and shapes one's (re)actions, beliefs, and expectations. It will also teach students to understand techniques for living and working successfully in a multicultural setting, be it with people from other countries, or American citizens from varied cultural, ethnic, and/or generational backgrounds. Appropriate for students

interested in becoming genuine citizens of the world. 3 credits. On occasion.

MILITARY SCIENCE (MS)

MS 101 and 101L. Foundations of Officership. (Course and Lab) The purpose of this semester is to introduce cadets to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally, the semester addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships. Fall.

MS 102 and 102L. Basic Leadership. (Course and Lab) This course, available to all students without any military obligation, is designed as a classroom and optional lab course that stresses the fundamentals of leadership. The course goals are to provide students with leadership and managerial skills that will prepare them to lead in public service, business, military and community organizations. This course uses a military model to train leadership development through an introduction to problem solving, effective decision-making techniques, and delves into several aspects of communication and leadership theory. The classroom instruction is reinforced throughout the course with practical exercises that focus on individual leadership skills, as well as motivational techniques and how to function as an effective member of a team. Spring.

MS 201 and 201L. Individual Leadership Studies. (Course and Lab) Building upon the fundamentals introduced in the MS I year, this instruction delves into several aspects of communication and leadership theory. The use of practical exercise is significantly increased and cadets are increasingly required to apply communications and leadership concepts. Virtually the entire semester teaches critical "life skills." The relevance of these life skills to future success in the Army is emphasized throughout the course. Fall.

MS 202 and 202L. Leadership and Teamwork. (Course and Lab) The final semester of the Basic Course focuses principally on officership, providing an extensive examination of the unique purpose, roles

and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. Spring.

MS 301 and 301L. Leadership and Problem Solving.

(Course and Lab) The MSL 300 level curriculum is intended to build leadership competencies and facilitate the cadet's initial demonstration of individual leadership potential at Leader Development and Assessment Course (LDAC), while also preparing cadets for their future responsibilities as officers. MSL 300 level instruction uses small unit infantry tactics as the context for the development and assessment of leadership. While a measure of technical and tactical understanding of small unit operations is necessary, the focus of instruction is on the leadership competencies. Fall.

MS 302 and 302L. Leadership and Ethics. (Course and Lab)

The final semester of the MSL III year continues focusing on doctrinal leadership and tactical operations at the small-unit level. This critical semester synthesizes the various components of training, leadership and team building. The MSL 302 curriculum complements progression through the cadet's campus evaluation process and in the culminating event of the MSL III year in the field training environment of the Leader Development and Assessment Course (LDAC). Spring.

MS 401 and 401L. Leadership and Management.

(Course and Lab) This semester of the Advanced Course concentrates on leadership, management and ethics, and begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining knowledge and proficiency in several critical areas they will need to operate effectively as Army officers. These areas include: Coordinate Activities with Staffs, Counseling Theory and Practice within the "Army Context," Training Management, and Ethics. Fall.

MS 402 and 402L. Officership. (Course and Lab)

The final semester focuses on completing the transition from cadet to lieutenant. The course starts with a foundation in the legal aspects of decision-making and leadership. Following modules reinforce the organization of the Army and introduce how the Army organizes for operations from the tactical to strategic level. Instruction on administrative and

logistical management focuses on the fundamentals of soldier and unit level support. The final module focuses on the process of changing duty stations and reporting to a new unit. The Capstone Exercise requires the cadets, both individually and collectively, to apply their knowledge to solve problems and confront situations commonly faced by junior officers. Spring.

MS 499. Independent Study in Military Science.

Directed independent study in selected areas. Students may register for one hour per semester or one hour the first and two hours the second semester. They may not register for three hours during one semester. Not for graduate credit. Prerequisite: consent of the director of Army Military Science. Fall and Spring.

MUSIC (MU)

MU 101. Concert Band. Performance and study of original and transcribed literature for the concert band. Emphasis on ensemble and sectional rehearsals, sight-reading and public performances. Audition may be required. May be repeated for credit. 1 credit. Every semester.

MU 102. Concert Choir. A group of mixed voices which studies and performs major choral works in addition to standard sacred and secular music. May be repeated for credit. 1 credit. Every semester.

MU 103. Jazz Band. Performance and study of works arranged for standard jazz band instrumentation. Emphasis on ensemble and sectional rehearsals, basic jazz improvisation techniques and public performances. Audition may be required. May be repeated for credit. 1 credit. Every semester.

MU 104. Small Ensemble. Performance and study of works arranged for various chamber ensembles (such as brass, percussion, etc.). Public performances required. Audition may be required. May be repeated for credit. 1 credit. Every semester.

Note: No more than 12 credits of ensembles may be counted toward degree requirements.

MU 105. Applied Music. Private instruction in voice, piano, percussion and various other instruments. Previous experience in the performance area is

required. Audition may be required. May be repeated for credit. 1 credit. Every semester.

MU 111. Understanding Music. The chief aim of this course is to help the student learn how to critically listen to music. Areas of study include: elements of music, important musical genres, major composers and 20th-century music. Although this course emphasizes "art" music of Western civilization, experiences with other types of music are also provided (e.g., jazz, folk, film music, etc.) 3 credits. As needed.

MU 121. Music Theory I. A course designed to provide a workable knowledge of the principals involved in 4-part harmonization. Experiences are provided in reading and writing music, and creative activities. A basic understanding of musical rudiments is desirable, but not a Prerequisite. 3 credits. Fall.

MU 122. Music Theory II. Continuation of MU 121. Areas of study include: non-diatonic harmony, 20th-century theoretical/ compositional principles (e.g., serialism, set-theory, etc.) and non-traditional music notational systems. Prerequisite: MU 121 or instructor's approval. 3 credits. Spring.

MU 211. Music History I: Musical Beginnings. This course is designed to help the student discover the origins of Western Music. The history of music will be traced from Ancient Greece and Rome, through Gregorian chant and culminating in the Baroque period (1750). Emphasis is placed on the contributions of leading composers and on the general style characteristics of the music. 3 credits. Fall.

MU 212. Music History II: From Classical to Contemporary. A survey of music from the Pre-Classical period to modern times. Emphasis is placed on the leading composers and on the general stylistic characteristics of the music. (Formerly MU 311). 3 credits. Spring.

MU 221. Composition. An introduction to the creative processes of composition. Techniques relevant to both traditional and contemporary compositional forms will be discussed and practiced. Performances of student compositions will be encouraged. 3 credits. Fall.

MU 231. Jazz Improvisation. A laboratory course designed to acquaint the instrumentalist with the art of jazz improvisation. In-class student performance will be developed and encouraged and classic recorded jazz solos will be studied and analyzed. 3 credits. Spring.

MU 233. Elementary Conducting. The techniques of conducting both with and without baton. Techniques include metrical patterns, fermatas, cut offs, cues, entrances, tempi, moods, etc. Students will conduct both live and recorded performances. (Formerly MU 330) 3 credits. Spring.

MU 312. American Music. A survey of music of the United States from European colonization to the present. Included in the course will be an overview of the music of Native Americans, the first New England school, the rise of American popular music and the development of an American classical tradition. The course will culminate with the art music and mixed media of the 20th century. 3 credits. Odd Springs.

MU 313. History of Jazz. A survey of jazz from its earliest origins to the present. Emphasis is placed on the leading performers and their contribution to the development of the art form. 3 credits. Fall.

MU 314. Musical Theater. An overview of musical theater productions from the mid-nineteenth century to the present, with a concentration on the musical content of a number of individual musicals through recordings and videos. 3 credits. Even Springs.

MU 315. World Music. A survey of music of other cultures through the concept of ethnomusicology. Music of Africa, Asia, the Near East, the Pacific, and Latin America will be emphasized. Additionally, Native American and other non-traditional western music will be studied. 3 credits. As needed.

MU 316. History of Rock and Roll. This course will be an historical overview of popular music primarily from the second half of the 20th century to the present. The course examines rock and roll in all its forms, starting with the precursors of rock and roll and ending with current trends in the popular music scene. Changes in music production and distribution, evolutions of instrumentation and style and the

advent of electronics and technology will be addressed. 3 credits. Spring.

MU 399. Special Topics in Music. A study of a specific topic in music, such as genre (opera, chamber music, etc.), composer, or theoretical/compositional technique (counterpoint, arranging, etc.) as warranted by student demand. May be repeated for credit. 3 credits. As needed.

MU 431. MIDI and Audio Production. A course dealing with music and sound production using MIDI (Musical Instrument Digital Interface) and audio hardware within the concept of a Macintosh-based digital audio workstation (DAW). Students will learn to record, edit, process, mix, and distribute music and sound. MIDI and audio theory will be discussed and students will work with a wide range of software such as sequencers, editors, audio plug-ins, and software instruments. 3 credits. Spring.

MU 499. Senior Music Project. Independent study or creative endeavor in some area of music under the supervision of music faculty. If the project warrants, public performance (i.e., recital) will be required. Faculty approval. 3 credits. As needed.

NONVIOLENCE (NV)

NV 101. Introduction to Nonviolence and Conflict Resolution. Nonviolence may be regarded as a means, an end, or a way of life. This course examines the proponents, philosophies and techniques of nonviolent action in the resolution of personal interpersonal, societal, and international conflicts. Mohandas Gandhi and Martin Luther King Jr. are among the proponents of nonviolence studied in the course. In addition, the qualities, attitudes and roles of nonviolent activists are identified through studies of the nature of power and the methods and dynamics of nonviolent action. 3 credits.

NV 102. Violence: Its Causes and Effects. Is violence inescapably part of the human condition? Can anything be done to reduce violence in one's personal life, in community life, in international relations? This course considers the nature of violence and its biological, sociological and psychological roots. It examines the various effects of violence on individuals, communities and states in times of war and peace. Finally, the course explores

some ethical, spiritual and political approaches to reducing violence. 3 credits.

NV 203. Martin Luther King Jr. This course examines the life and philosophy of Martin Luther King Jr., including the historical context of his work, the basis for his religious beliefs, his commitment to nonviolence, his work for civil rights and his work against the Vietnam War and poverty. 3 credits.

Theory

NV 301. The Philosophy of Nonviolence. This course explores in a seminar format the following themes: the theoretical underpinnings of nonviolence as a way of life and as a political and social strategy; the seminal thinkers and writers in the development of nonviolence; the moral basis, if any, for nonviolence; whether nonviolence itself can serve as a moral basis for other theories; the criticisms raised against theorists and practitioners of pacifism and nonviolence; the defenders and critics of the just war tradition; and the theoretical differences between pragmatic nonviolence and principled nonviolence. 3 credits.

NV 303. Justice and Peace in the Franciscan Tradition. This course focuses on understanding the rights and dignity of the individual employing Franciscan ideas and values and the principles of Catholic Social Teaching. It will include a focused study of encyclicals and pastoral letters by church leaders on social issues. Social justice themes will be paralleled with Franciscan Values as found in early Franciscan sources. Integrated with the course work will be a service-learning or advocacy project. 3 credits.

NV 310. Special Studies in Nonviolence. An intensive study of a specific person, issue, or movement related to nonviolence. The content of the course will be announced prior to the semester during which it is offered. The course may be retaken provided the content of the course has changed. 3 credits. On occasion.

NV 358. Philosophy of Gandhi. The Philosophy of Gandhi course introduces students to Gandhi's metaphysical views about the nature of truth and reality as well as to his views on ethics and his political philosophy, on how human beings should

conduct themselves as individuals and as a community. The course will critically examine the various vows required of members of Gandhi's community and the philosophical arguments Gandhi offered for requiring such vows. Finally, the course will examine critically the connection between the personal and political aspects of Gandhi's thought.

PHYSICAL EDUCATION (PHED)

PHED 101. Foundations of Physical Activity. An introductory course for Physical Education and Sport Studies majors that will explore history and trends surrounding health related physical activity and sport. The diverse professional and scholarly career choices available within the disciplines of sport studies and physical education will be discussed with an emphasis on professional/clinical practice within human development, human movement, coaching, sport management and the teaching professions. 3 credits. Fall.

PHED 102. Gymnastics. This course is an integration of movement education gymnastics and Olympic-style gymnastics using the medium of tumbling and balance skills, small equipment and some large equipment. Students will polish their skill abilities and learn to teach spotting techniques. Emphasis will be placed upon cooperative learning, creativity and problem solving. Student will develop a working portfolio. Ability level is beginner to intermediate. 3 credits. Fall.

PHED 104. Rhythmic Techniques. Covers developmentally appropriate folk dances, contra dances, and social dances. A focus will be placed on learning to plan and teach dances. Instructional techniques will be provided for interdisciplinary and multicultural education approaches. 3 credits. Spring.

PHED 105. Early Childhood Motor Development. This course will provide theory and content relative to gross motor development. Course content will include the developmental perspective, physical growth and maturation and early motor behavior from birth to 5 years. Motor development sequences will be studied in depth comparing infants and young children without and with developmental delays. Students will learn to plan developmentally appropriate lessons for the field experience of this course, Kinder-Kinetics. The field experience

throughout the semester involving preschool children, including those with disabilities. 3 credits. Spring.

PHED 201-202. Individual and Dual Physical Activities. A two-course sequence focused on the basic instruction of movement activities. Activities may include archery, badminton, cross-country skiing, cycling, golf, inline skating, orienteering, Tai Chi, tennis, weight training or yoga. This course may require weekend meeting times. In some instances, students will be responsible for providing their own equipment. Some lessons may require students to organize personal transportation and to from off-campus instructional venues (e.g. local driving range, state park, etc.). Additional fees for equipment rental or admissions may be required of students. 3 credits each. Fall, Spring.

PHED 203. Physical Education Curriculum. The study of developmentally appropriate physical education curriculums for elementary, middle and high school programs. Historical and contemporary models will be examines. Focus will be placed on toward designing curricula based upon the NASPE National Standards for Physical Education and the New York State Learning Standards for Physical Education. 3 credits. Fall.

PHED 208. Prevention and Care of Injuries. Prevention and emergency care of injuries incurred in physical education, interscholastic sports and other physical activities across the lifespan. A track program including the review of emergency medical treatment and a survey of principles related to the mechanics of athletic injury and the scientific basis of conditioning of specific injuries and their rehabilitation are addressed. Specialized conditioning programs of fitness are discussed. Prerequisites: BIO 211 & 212. 3 credits. Spring.

PHED 301-302. Team Sports. A two-course sequence where students learn to teach the fundamental skills, game strategy and officiating techniques for activities such as team handball, soccer, volleyball, softball, track and field. Students will be introduced to the Sport Education Model. 3 credits each. Fall, Spring.

PHED 303. Elementary School Methods. Designed for physical education majors, this course allows students to study fundamental motor

skills/fundamental motor patterns, developmentally appropriate class organization and management techniques, instructional techniques across the preK-6 grades for all methods with the Direct, Combination and Indirect Teaching Styles. Students will learn techniques to integrate subject matter from other academic areas, as well as how to individualize instruction. Taken in Elementary Field Block. Students will be evaluated on a series of examinations, lesson plans, teaching assignments, and a working portfolio. 3 credits. Fall.

PHED 304. Secondary School Methods. This course provides the student with a comprehensive and practical model for developing principles, program content, motivation, class organization and management techniques, instructional teaching methods and style along with and materials specified to teaching physical education in middle and high schools. Taken in Secondary Field Block. Students will be evaluated on a series of examinations, lesson plans, teaching assignments and portfolio. 3 credits. Spring.

PHED 306. Assessment. This course will cover various forms of criterion reference and norm reference assessments specific to physical education. Focus will be given toward authentic assessment, and matching assessments to the NASPE and New York State Learning Standards for Physical Education. Students will learn to design and administer developmentally appropriate assessments to measure the psychomotor, cognitive and affective domains involving video and computer assisted technology. Prerequisite: MATH 107. 3 credits. Fall.

PHED 308C. Theory and Techniques of Coaching. This course includes the history, objectives, rules, regulations and policies of interscholastic sports; coaching methods, technical information (offense, defense, strategies), and national coaching standards; organization and management of practices; special training and conditioning of athletes in the specific sport; care and fitting of equipment; special safety precautions, and officiating methods. Harassment issues specific to coaches, coaching, and athletes will be addressed. Taken in Secondary Field block. 3 credits. Spring.

PHED 309A. Adventure Education. This course will focus on the 'hard' and 'soft' skills associated with

contemporary outdoor/ adventure education. Activities in this course may include hard skills associated with backpacking, camping, canoeing, orienteering, and/or rock climbing. 'Soft' skills covered in this course may include teaching personal responsibility, group decision-making and/or conflict resolution. This course may require weekend meeting times and will require an overnight experience in a backcountry setting. In some instances, there may be additional costs associated with equipment rental, park admissions or transportation. Some off-campus experiences may require students to provide their own transportation to and from various instructional venues. Fall.

PHED 310. Philosophies and Principles of Interscholastic Activities. Interscholastic athletics and its role in the total physical and general educational program in today's schools will be emphasized. National, state and local organizations directly involved with high school athletics will be examined. Legal implications, safety procedures, principles of budgets, records, purchase and care of athletic equipment will be reviewed and discussed. Personal standards for and responsibilities of the coach as a teacher, leader and public person are discussed. 3 credits. On occasion.

PHED 311. Physical Activities for Persons with Disabilities. A course designed to prepare the pre-service teacher having no background or limited experience with theory and techniques for adapting physical activities in the inclusion setting. Students will study historical and contemporary trends and issues related to adapted physical education, experiencing the assessment and IEP process, parent issues, the nature of well recognized physical, cognitive and emotional behavior disorders, and learn to modify and adapt individual, dual and team sports. Safety concerns will be stressed throughout the course. Taken in Elementary Field block. 3 credits. On occasion.

PHED 313/WS 313. Women in Sports. This course covers the past, present and future of women and sport, addressing subjects such as women's sports in ancient Crete, industrial league sport for women, biomedical considerations, and psychosocial dimensions of

women's sport including sociocultural, political, and economic factors that have led to changes in women in sport. 3 credits. Spring.

PHED 399. Special Topics in Human Movement. This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed. 3 credits. Offered as needed.

PHED 413D. Directed Study – Internship II. This course provides students the opportunity to serve an internship in fields related to physical education and sport studies. Juniors and Seniors only. Requires approval of Department Chair. 1-3 credits. Fall, Spring, Summer.

PHED 414. Social Theory of Sport. This course will examine sport in the social and political context of contemporary society. Critical theories relating to race, class, gender, ethnicity, faith traditions, economics, and political structure will be examined in the context of our social responsibility in human movement environments. There will be a service component to this course. 3 credits.

PHED 432. Independent Study. This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. Study may be directed toward research involving area schools or agencies, creative projects or seminars. Student responsibilities include: identification of the topic/problem to be studied (prior to registration), selection of a faculty member with whom to work, the development of specific course objectives that may be realistically achieved by the end of the semester (in collaboration with the faculty member) and the summary and analysis of findings (also to be completed by the end of the semester). 3 credits. Offered as needed.

PHED 490. Physical Education Student Teaching: Elementary. Student teaching is the culminating experience in the professional preparation of teachers. The elementary student teaching experience consists of approximately seven weeks of full-time experience in an elementary classroom. Students are expected to: apply developmentally

appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

PHED 491. Physical Education Student Teaching: Secondary. Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately seven weeks of full-time experience in a secondary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

PHILOSOPHY (PHIL)

PHIL 102. Introduction to Philosophy. The aim of this course is to initiate a self-awakening in the student through a confrontation with the perennial problem of the nature and meaning of human existence. Students will be guided in this confrontation by the development and exercise of their capacity for critical reflection. Within the context of this aim, specific issues in epistemology, metaphysics and ethics will be considered. 3 credits. Annually.

PHIL 104. Introduction to Ethics. Ethics enquires into the fundamental perspectives and principles that bear on the evaluation of human conduct. It examines prominent theories about what constitutes a good life, articulates relevant principles of right action, poses basic questions about the nature of morality and engages with various moral problems that confront the individual and society. This course endeavors to acquaint students with traditions of moral inquiry and to equip them with key concepts by which to exercise their own moral reflection. 3 credits. Fall, Spring.

PHIL 105. Honors: Introduction to Ethics. This course is designed for students in the Honors Program. It achieves the same objectives and satisfies the same requirements as does PHIL 104: Introduction to Ethics. An honors section is distinguished from a regular section by more than just the addition of an extra paper. At the discretion of the instructor, Honors courses typically do one or more of the following: cover additional topics, cover topics in more depth, and/or require additional scholarly assignments as compared to a regular section. 3 credits. Occasionally.

PHIL 111. Introduction to Critical Thinking. Introduction to Critical Thinking introduces the student to the concepts and techniques of critical thinking, focusing on the analysis and evaluation of arguments, creating cogent and sound arguments, recognizing errors in reasoning, evaluating definitions, determining the credibility of sources, and testing claims by means of seeking disconfirming evidence. 3 credits. Offered every semester.

PHIL 210. Metaphysics. This course focuses on the three traditional objects of metaphysical inquiry: God, Person and World. At least two metaphysical traditions are compared: the Christian metaphysical tradition and a modern (contemporary) non-Christian tradition. The overall objective is to challenge students' cultural presuppositions and to guide their attempt to develop a consistent account of the relation between God, Person and World. 3 credits. Annually.

PHIL 221. The Good Society. This course introduces students to the major theories of social and political organization in the western philosophical tradition. Special attention is paid to the principles which inform our evaluation of societies and their practices. Such principles include peace, justice, liberty, human rights, the public interest and the idea of a common good. The aim of this course is to give students an opportunity to develop a critical understanding of such theories and values, and to encourage an enlightened and principled participation in the public discourse of a democratic society. 3 credits. Every two years.

UPPER LEVEL: GENERAL

PHIL 301. Ethics. The aim of this course is to give students a deeper understanding of some of the fundamental issues and perspectives regarding morality that were introduced in Clare 304 (The Good Life). Topics include the source, range, and truth-value of moral claims, the existence of moral facts, classic and contemporary normative moral theory, value theory, moral reasoning, and descriptive studies of moral decision-making and action. Prerequisite: Clare 304. 3 credits. Every two years.

PHIL 310. Special Studies in Philosophy. An intensive study of a special philosopher, a philosophical movement or a philosophical issue. The content of the course will be announced prior to the semester at which it is offered. The course may be retaken provided the content of the course has changed. 3 credits. On occasion.

PHIL 312. Symbolic Logic. This course is designed to introduce students to formal languages and to the relation between logic and language. Topics covered include: symbolization, validity, soundness, truth-tables, truth-connectives, formal proof, sentential logic, quantifiers, and predicate logic. 3 credits. Annually.

PHIL 316. Philosophy of Mind. An examination of various views of the nature of a person and the philosophical issues and problems which arise within these views. Includes such topics as the mind/body problem, freedom versus determination, the self and personal identity, action theory and the concepts of philosophical psychology. 3 credits. Every third semester.

PHIL 317. Philosophy of Religion. An intensive investigation of the nature and foundations of religion, taking into consideration such ideas as God, human destiny, worship, faith and revelation. Considering the mainstream of religious thought, particularly the Judeo-Christian tradition, this course examines contemporary approaches to religion and theology, existentialism, naturalism and analysis. 3 credits.

PHIL 318/ARTH 321. Aesthetics. The course provides an introduction to the problems of aesthetics and the philosophy of art as treated by traditional and contemporary authors. Although topics vary, they typically include inquiries into: the concept of beauty,

the nature and value of art, the aesthetic experience, and the evaluation and criticism of works of art. 3 credits.

PHIL 319. Human Images. A literary and philosophical study of diverse views of man and the human situation, principally as reflected in western literary classics. 3 credits. Every third semester.

PHIL 320. Existentialism. A critical study of philosophical and literary representatives of the existentialist movement. The origins of existentialism in the 19th century as well as its formulations in the 20th century are considered. Authors covered include Kierkegaard, Nietzsche, Sartre, Camus, Kafka, Hesse and others. 3 credits. Every third semester.

PHILOSOPHY AND LAW

PHIL 324. Mock Trial. A course for students interested in participating in the annual National Intercollegiate Mock Trial Competition and for those who simply want to know more about the American trial process. The overall objective of the course is to acquaint students with the fundamental process of the adversarial system of justice, including the basic rules of trial procedure and evidence. 3 credits. Fall.

PHIL 325. Philosophy of Law. A critical analysis of the basic theories of law and of the philosophical systems upon which they are based. Special attention will be paid to particular problems in the philosophy of law which are relevant to the contemporary social and political situation. 3 credits. Every third semester.

PHIL 326. Legal Reasoning. An examination of the principles and maxims that govern judicial reasoning through intensive analysis of selected statutes, judicial opinions and leading articles on the topic of legal reasoning. Students will be taught how to brief cases and will be exposed to the Socratic question-answer method of teaching frequently used in law school. 3 credits. Every third semester.

PHIL 327. Legal Ethics. An exploration of moral issues inherent in the practice of law, such as the limits of the duty of loyalty to one's client, confidentiality, lawyer advertising, the duty to make legal services available to all citizens, plea-bargaining, the use of unfair tactics, conflicts of interest and the extent to which the lawyer is subject to different moral norms

than the average citizen. Students will learn basic legal research skills which can be employed to research and evaluate major issues of legal ethics. 3 credits. Every third semester.

PHIL 328-9. Paralegal Internship. The internship is designed to provide familiarity with aspects of the American legal system that will in turn form a practical basis for philosophical evaluations of that system. Each intern will be expected to serve 12 hours per week, usually for two consecutive semesters. Interns will be introduced to key legal concepts, principles and issues operating in various areas of law, and will be taught basic research skills. The particular areas of training will be a function of the interest and expertise of supervising attorneys. 3-6 credits. Spring and Fall.

APPLIED ETHICS & SOCIAL POLICY

PHIL 330. Business Ethics. This course is designed as a critique of the business enterprise. It teaches recognition of ethical problems in business and proposes methods toward their solution. Topics discussed include the value claims of various economic systems, whistle-blowing, issues in marketing and advertising, consumer rights, ecological issues and employee and management issues. 3 credits. Every third semester.

PHIL 331. Philosophy of Economics. A philosophical investigation of the concepts, methods and implications of economic theory. Special attention will be paid to conflicting assumptions concerning social organization, individual rationality and values in alternative economic theories. The course will also consider the evaluation of economic policies and economic systems from an ethical perspective. 3 credits. Every third semester.

PHIL 332. Social and Economic Justice. This course will begin an examination of various theories of justice. A liberal view like that of John Rawls, a libertarian view like that of Robert Nozick and a socialist view like that of Karl Marx will be carefully examined. The second part of the course will be spent examining and discussing various case studies. We will consider how our understanding of different theories of justice can help us resolve the conflicts and disputes that arise in these case studies. Also,

some attention will be paid to contemporary critiques of American society. 3 credits. Every 2 years.

PHIL 333. News Media Ethics. A practical analysis of the ethical problems of the news media. Teaches recognition of ethical problems of the press and approaches to their solution. Designed to meet the concerns and interests of students planning a career in any branch of the news media. 3 credits. Annually.

PHIL 334. War and Morality. A philosophical investigation of many of the issues surrounding modern war. Topics for analysis and discussion include the justice of war (*jus ad bellum*), the justice of the conduct of war (*jus in bello*), the principles of double effect and military necessity, obedience to superior orders, justice of nuclear war, concept of nuclear deterrence and pacifism. 3 credits.

PHIL 335. Philosophy of Science and Medicine. The aim of this course is to introduce the student to the conceptual and methodological aspects of modern science and medicine. Special emphasis will be given to the relation between science, ethics, and medicine and to the analysis of such medical concepts as "health" and "disease." 3 credits. Every two years.

PHIL 336. Philosophy of Psychology. A critical reflection on the methods, principles and basic concepts of contemporary psychology. Particular attention is given to the special problems involved with a scientific study of human action. 3 credits. Every two years.

PHIL 337. Death and Dying. A study of the philosophical aspects of death and dying, as they arise out of a personal confrontation with one's own feelings and attitudes toward death. 3 credits. Every two years.

PHIL 338. Medical Ethics. An exploration of the ethical and value issues inherent in modern medicine with particular emphasis on the issues of euthanasia, suicide, informed consent, abortion, truth-telling and confidentiality, allocation of scarce resources and care of the dying. 3 credits. Every third semester.

PHIL 339. Philosophy of Love and Sex. A critical examination of various problems in the areas of sexual language, monogamous marriage and its alternatives, pre-marital and extramarital sex, the

logic of deviation, feminism, pornography, abortion and the concept of love. 3 credits. Every two years.

PHIL 340. Applied Ethics Internship

The course allows qualified students to gain supervised experience in an area where ethical questions are faced on a daily basis. The internship currently includes work as a para-medical intern and as an assistant to a newspaper editor. 1-3 credits. Annually.

PHIL 341. Environmental Ethics. An advanced, applied ethics seminar which examines three particular moral issues directly implied in our use (and abuse) of the natural environment: Distributive justice with reference to distant people, intergenerational justice with reference to future generations and the rights of animals. A basic ethics course is presupposed. Students will be expected to participate in seminar discussions, to prepare brief papers summarizing articles in the philosophy journals such as *Philosophy Today* and *Environmental Ethics* and to present and defend, in the seminar, a position paper on some aspect of one of the three issues noted above. 3 credits.

PHIL 342. Ethical Dimensions of Franciscan

Economics. In the liberal arts educational tradition of the Middle Ages, economics and economic theory was treated as a subset of ethics. This course aims to explore the unique contribution to economic thought made by the Franciscan movement in the High and Late Middle Ages. Emerging at the same time that Europe was undergoing a profound transformation from a gift to a mercantile economy (that is, at the dawn of modern capitalism), the Franciscan tradition proposed an alternative (evangelical) vision of how human beings can live justly and ethically in a complex world in which money and the ownership of property play such critical roles in human social relations. In short, this course will examine the various aspects of the medieval Franciscan notion of poverty and its meaning and relevance for medieval as well as contemporary society. 3 credits.

PHIL 344. Philosophy of Aging. This course teaches students to identify and analyze the fundamental concepts used by people in thinking about aging — concepts such as health, disease, autonomy and

dependence, dignity, wisdom, natural and artificial, well-being and meaning — and to critically assess the normative roles of, and presuppositions underlying, such concepts. 3 credits.

PHIL 345. Values at the End of Life. This course deals with the fundamental value issues faced by dying people and those who care for them. After a brief overview of physical and medical aspects of dying, the focus of the course is on the psychosocial and philosophical factors that can contribute to dying well. Those factors include autonomy, relatedness and paternalism, communication and connection, and meaning and transcendence. 3 credits.

PHIL 358. Philosophy of Gandhi. The Philosophy of Gandhi course introduces students to Gandhi's metaphysical views about the nature of truth and reality as well as to his views on ethics and his political philosophy, on how human beings should conduct themselves as individuals and as a community. The course will critically examine the various vows required of members of Gandhi's community and the philosophical arguments Gandhi offered for requiring such vows. Finally, the course will examine critically the connection between the personal and political aspects of Gandhi's thought.

PHIL 361. Evil and Modern Thought. The provocations of evil continue to challenge us today as they have in ages past. Its existence beggars the categories by which we would comprehend reality as it shatters our sense of justice in the world. For this reason the problem of evil poses the most profound moral and metaphysical questions. In this course we will investigate this problem as it is addressed by the most prominent thinkers in the period stretching from the late 17th through the 20th centuries – from the devastating earthquake that destroyed Lisbon in 1755 to the Nazi death camps evoked by the name Auschwitz. 3 credits.

HISTORY OF PHILOSOPHY

PHIL 404. History of Ancient and Medieval Philosophy. A course designed to trace a number of the basic ideas and problems from their beginnings in Ancient Greece to their development in the Middle Ages. A special effort will be made to display a continuity with respect to the philosophical enterprise considered by major philosophers and

schools from 585 B.C. to 1600 A.D. 3 credits. Every third semester.

PHIL 405. Franciscan Philosophy. This course offers students the opportunity to study the broad range of metaphysical, epistemological, ethical and political ideas found in the chief Franciscan philosophers of the High Middle Ages: St. Bonaventure, John Duns Scotus and William of Ockham. Which Franciscan philosopher is studied varies from semester to semester; course may be taken repeatedly provided that the topic of study differs. 3 credits.

PHIL 406. Philosophy of St. Thomas Aquinas. This course is a general course on the philosophy of St. Thomas Aquinas (1225-1274) and will treat as many of the general areas of Aquinas' thought as possible. Among the topics to be considered are the metaphysics of being; God and His Nature; the human person; intellect and will; the end of the human person; happiness; the virtues; law and the political community. 3 credits.

PHIL 407. History of Modern Philosophy. An investigation of the leading trends in 17th and 18th century philosophy from Descartes to Kant. 3 credits. Every third semester.

PHIL 409. Nietzsche. This course will examine Nietzsche's seminal writings with an eye to their influence on contemporary philosophy. Such central topics in Nietzsche as "the death of God," "the will to power," "the Overman," and "nihilism" will be addressed as well as the appropriation of Nietzsche in "postmodern" thought. 3 credits.

PHIL 413. American Philosophy. An introduction to the chief American philosophers: Emerson, Thoreau, Pierce, Royce, James and Dewey. 3 credits. Every two years.

PHIL 498. Senior Research Seminar. This course covers research methodologies and skills, and provides the philosophy major with both structural support and mentoring for developing a successful "senior essay" in order to satisfy the department's comprehensive requirement for graduation. 3 credits. Every fall.

PHIL 450-1. Independent Study. Directed reading and research. 1-6 credits.

PHIL 450H-1H. Honors Independent Study. Directed reading and research for an Honors Essay or an Honors Project. 3-6 credits. Annually.

PHYSICAL SCIENCE (PHSC)

PHSC 101. Earth Science. A survey of physical properties and processes of the Earth. The content is drawn from geology, atmospheric science and oceanography. Topics may include the motion of the Earth, atmospheric circulation, plate tectonics and igneous activity and physical properties of the oceans. This course will not satisfy the natural science requirements for science majors. 3 credits. On demand.

PHSL 101. Earth Science Laboratory. A set of field and laboratory exercise designed to accompany PHSC 101 (Earth Science). An investigation of the ways in which earth scientists (including astronomers, geologists, chemists, meteorologists, oceanographers, and ecologists) study the Earth. Investigations will cover the four major spheres of Earth (lithosphere, hydrosphere, biosphere, and atmosphere). There will be an emphasis on quantitative methods and problem solving throughout. Fall. 1 credit.

PHSC 102. Physical Science. An introductory level course for non-science majors. Physical principles are discussed at the conceptual level with minimum use of mathematics. The application of these principles to everyday experiences is stressed. Among the topics covered are: motion, forces, energy, momentum, structure of atoms and molecules, liquids, gases, temperature and heat. This course will not satisfy the science requirement for science majors. 3 credits. On demand.

PHSC 105. Geology. A survey, with emphasis on physical geology, considering processes at work on the Earth's crust, such as glaciation, weathering, mass movement, water, diastrophism and a consideration of rocks and minerals composing the crust. 3 credits. On demand.

PHSC 106. Stars and Stellar Systems. A survey of the universe beyond our solar system: stars and multiple star systems, nebulae, galaxies, quasars, pulsars and black holes. Models of the universe's origin and

modern observing techniques will also be discussed. 3 credits. On demand.

PHSC 107. The Solar System. How do the planets move through space and indeed what are the planets like? How did our solar system come into existence? What is our sun like? These and other questions will be treated in depth in the introduction to the astronomical aspects of our star system. 3 credits. On demand.

PHSC 108. Physics for Poets. This course is intended for non-science majors. It investigates the basic theories of modern physics after a brief discussion of those classical ideas that are relevant. Historical, philosophical and social implications of developments in modern physics are also considered. The course requires no college mathematics as a Prerequisite. This course will not satisfy the natural science requirement for science majors. 3 credits. On demand.

PHSC 113L. Astronomy Laboratory. Basic experiments in astronomy combining astronomical observations with laboratory exercises. May be taken with PHSC 106 or PHSC 107 to fulfill the four hour laboratory science requirement. 1 credit. On demand.

PHSC 115. Alternative Energy Sources. This course is intended for the student who has had an exposure to the rudiments of science and who is interested in exploring the topic of energy sources. This course will deal with energy sources which are state of the art or near state of the art. Each energy source will be examined from the point of view of the physical principles involved and the practical limitations of the utilization. Discussions where pertinent will also include hazard analyzes. 3 credits. On demand.

PHSC 116. Historical Geology. General principles and the origin of the earth. Attention will be directed primarily to the nature of physical conditions and the record of life during the geologic history of the continent of North America. Some treatment will be given to the areas of Europe, because most major divisions of the rock succession were first recognized and defined there. Students having physical geology as an introductory course will be able to tie into a time sequence many previously unassociated facts in relation to the age of the Earth. 3 credits. On demand.

PHYSICS (PHYS/PHYL)

PHYS 103. General Physics I. An introductory course in physics for students of science and engineering. Topics include vectors, statics, dynamics, rotation, conservation laws, vibrations and thermodynamics. Students without calculus admitted with permission of instructor. 3 credits. Fall and Spring.

PHYL 103. General Physics Laboratory I. Basic experiments in classical physics designed to complement the topics covered in PHYS 103. Co-requisite: PHYS 103. 1 credit. Fall and Spring.

PHYS 104. General Physics II. Prerequisite Physics 103. Topics include: electricity and magnetism, circuit analysis, electromagnetic waves, optics and modern physics. Students without calculus admitted with permission of instructor. 3 credits. Spring and Spring.

PHYL 104. General Physics Laboratory II. Basic experiments in classical and modern physics designed to complement topics covered in Physics 104. Co-requisite: PHYS 104. 1 credit. Fall and Spring.

PHYS 110. Physics for Medical Technicians. A one-semester general physics course which emphasizes the principles of physics that are most important to a medical technician. The course topics include optics, forces, motion, energy, heat, fluids, electricity and radioactivity. 4 credits. On demand.

PHYL 110. Physics for Medical Technicians. Two hours per week laboratory with experiments in areas covered in Physics 110. 1 credit. On demand.

PHYS 201. Theoretical Mechanics. Vector algebra and calculus. Kinematics of a point. Dynamics of a system of points. Kinematics of rigid bodies. Impulse, momentum, work and energy. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

PHYS 203. Modern Physics and Quantum Mechanics. A study of the transition from classical to modern physics. Topics treated are relativity, electromagnetic radiation, discoveries of electron and nucleus, Bohr Theory of atomic structure and introductory quantum mechanics. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

PHYS 301-302. Electricity and Magnetism. Topics covered include vector analysis, selected topics in vector calculus, the electrostatic field of force, Gauss' law and the application of these principles to the solution of problems involving various geometries is considered. The electrostatic field in dielectric media, boundary value problems in dielectric media and electrostatic energy and the application of energy concepts are studied. Electric current and circuit analysis are included. Other topics include the magnetic field of steady currents, electromagnetic induction, magnetic properties of matter, magnetic energy, slowly varying currents, Maxwell's Equations and the applications of Maxwell's Equations. Prerequisite: PHYS 103 and 104 and MATH 251-252. First semester 3 credits. Second semester 3 credits. On demand.

PHYS 304. Thermodynamics. Temperature, thermodynamic systems, work, the First Law, heat, ideal gases, the Second Law, reversibility and irreversibility, the Carnot cycle, entropy, Boltzmann statistics, equipartition of energy. Introductory statistical mechanics. Prerequisites: PHYS 103 and 104. 3 credits. On demand

PHYS 309. Experimental Physics I. This course introduces the student to the experimental techniques associated with the intermediate level physics courses. Choice of experiments will depend upon the student's background and interest. Prerequisites: PHYS 103, 104. 3 credits. On demand.

PHYS 312. Internship in Applied Physics
This course is a practicum designed to give qualified juniors an opportunity to spend a summer in a structured industrial or research setting so that they can immerse themselves in a project involving applied physics. Open to second- semester junior physics majors and with special permission students with a physics minor. Prerequisites: PHYS 103 and 104. 3 credits. Fall and Spring.

PHYS 404. Solid State. Crystal Structures and solids. Lattice vibrations. Thermal properties of solids, Electron theory of metals, dia-, para-, and ferromagnetism, Semi-conductors, transistors. Prerequisite: PHYS 103, 104 and 203. 3 credits. On demand.

PHYS 406. Introductory Quantum Mechanics. De Broglie waves and wave packets, the Schroedinger equation, applications to one-dimensional problems, the hydrogen atom, perturbation theory, angular momentum and electron spin. (Offered on demand.) Prerequisite: PHYS 103, 104, 203 and permission of the instructor. 3 credits. On demand.

PHYS 408. Optics. Study of wave motion, Huygen's principle. dispersion. Some facts concerning the spectrum, interference, diffraction, double refraction, plane polarized light, the electromagnetic theory of light, velocity of light, the origin of spectra. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

PHYS 409. Experimental Physics II. This course is a continuation of Physics 309. Experiments of a more sophisticated nature are available. The experiments are related to lecture courses at the senior level. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

PHYS 410. Special Problems in Physics. Designed to allow qualified seniors to undertake independent study or experimentation in some subject in physics under the direct supervision of one of the department . Modern computer methods will be employed wherever possible so that the student may become acquainted with programming, etc. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

PHYS 451. Applied Methods in Computational Physics. Problem solving in a wide range of engineering and physics applications, including electricity and magnetism, solid and fluid mechanics, optics, thermal physics, atomic and nuclear physics. Emphasis is placed on numerical methods, approximation techniques and advanced computer skills for solutions of problems arising in realistic engineering situations. Prerequisite: CS 127 or ENGR 220 and PHYS 103 and 104. 3 credits. On demand.

PHYS 452. Modeling and Simulation of Physical Systems. Practice in the numerical solution of differential equations and systems of such equations. Finite difference and finite element methods are used on applications drawn from several areas of physics and engineering. Prerequisites: PHYS 451 or MATH 431 and PHYS 103 and 104. 3 credits. On demand.

PHYS 490. Physics Senior Comprehensive. This is an oral comprehensive examinations required of all physics seniors. 0 credits. On demand.

POLITICAL SCIENCE (POLS)

Required courses

POLS 102. American Politics. This course seeks to explain American politics as the interaction among political thought, economic, political, and social structures, and the struggle for human rights. Grounded in an understanding of the clash between economic elites and democratic forces during the Constitutional period, the course then traces this dynamic into the basic governmental structure, political parties and elections, media influence, and political struggle for human rights. Finally, the course explores the possibilities for change under the current political/economic/social structures. 3 credits. Fall and Spring.

POLS 103. International Relations. This course is designed as an introduction to the study of international relations. Several important questions are addressed. What is the nature of the international system? What sources of power are available? What are the strengths and weaknesses of the current state system? How are non-state actors influencing international relations? What are the links between individuals and world politics? Objectives of this course include increasing understanding of current international events, developing an appreciation for the challenges of political decision-making and diplomacy and the choice of tactics, augmenting familiarity with key political concepts and improving recognition of important international actors. 3 credits. Spring.

POLS 203. Comparative Political Systems. A comparative analysis of the governments and politics of modern nation-states. First, a method of comparative analysis will be established. Then the student will analyze a selection of systems of government and politics from each area of the world. Areas will include advanced industrial states, developing regions and regimes in transition. Objectives of this course include increasing familiarity different types of political systems, structures, ideologies and conflicts. 3 credits. Fall.

POLS 204. Political Thought. This course addresses several fundamental questions of social and political life. Why do we follow rules? Is there a universal basis for judging behavior? Are there laws of human nature? If so, what kind of society do they encourage? What are the causes and justifications of inequality? What is the best way to organize society? We will read several attempts to address these questions during this class. The objectives of the course include gaining familiarity with some of the key concepts and thinkers in the history of political theory, developing an appreciation of the influences of political theory in shaping politics, improving the capacity to compare and analyze arguments, and developing skills in examining and presenting lines of reasoning. 3 credits. Fall.

POLS 300/IS 300. Qualitative Methods for a Globalizing World. In this course International Studies and Political Science students will learn how to develop a research question and choose the appropriate methods and evidence to answer the question and develop an argument. The basics of case study research will be presented along with methods such as process tracing and content analysis. Students will learn how to conduct interviews and find primary source material from sources such as the United Nations website, the World Values Survey, and social media. Strategies for effectively organizing and writing a major research paper will be presented. 3 credits.

POLS 307. Quantitative Research Methods in Political Science. This course introduces students to the methods and terminology used by political scientists. We will examine basic concepts used in research (such as theories, hypotheses, independent and dependent variables, reliability and validity, sampling, and generalizability). We will also examine basic statistical techniques that are used to examine data, with an emphasis on interpreting the results (ranging from descriptive statistics to crosstabs, correlation, and regression). This course provides the knowledge necessary to conduct objective investigations of political phenomena and to better understand and evaluate the research of others. Upon completion of this course, students should be able to understand and interpret most research published in political science journals, as well as public opinion polls, surveys, and research findings reported in the news. As a result, students who

complete this course will become more sophisticated consumers of diverse research and be prepared for future coursework in political science, as well as for life as an educated and informed citizen. 3 credits. Spring.

POLS 498. Political Science Capstone. The capstone course offers the senior political science major the opportunity to carry out in-depth research, guided by a professor, in a particular area of the field. The student presents to his/her peers in a seminar format the results of the research. Additionally, a major paper is completed. 3 credits. Fall.

American Politics

POLS 205. Law and Society. Law is a common and yet distinct element of daily life in modern societies, simultaneously shaping and being shaped by society. The creation, interpretation, and enforcement of laws occur in the context of historical changes, societal norms, and the subjective concerns and whims of those charged with their creation. This course will explore, from an American and comparative perspective, the nature of law as a set of social systems, central actors in the systems, legal reasoning, and the relationship of the legal form and reasoning to social change. 3 credits.

POLS 221. Congressional Politics. Congress is the first branch of government and the keystone of the Washington establishment. This course explores some of the most basic questions about the American political system. Does Congress adequately represent the American people? Why does Congress have difficulty making collective decisions in the national interest? How has the Republican takeover of Congress reconfigured the institution and altered its procedures? How can Congress and the president work together to make public policy? Topics covered include representation, campaign finance, elections, the legislative process, the committee system, members in their districts, Congressional investigations, party leadership, Congress and relations with the president. 3 credits.

POLS 240. Controversies in Public Policy. This course introduces students to the fundamental concepts and debates in the areas of policy analysis, policy formation, and specific policy issues. We will address questions like: Can we analyze public policies

rationally and systematically? What criteria ought we use to analyze public policies? Is the policy making process rational and systematic, or is it political and arbitrary? Finally, what major policy issues confront Americans today, and what choices do we face? 3 credits.

POLS 251. American Urban Conflict. The cities of the United States present critical political and social issues, including deindustrialization, inner city poverty, crime and suburbanization. These cities also represent centers of vital political and social developments, including the civil rights movement, the new urbanism, urban enterprise zones, the new economy and cosmopolitan culture. This course explores the variety of problems and opportunities facing American cities today, while providing a close look at the politics and culture of major cities like New York, Los Angeles and Chicago. 3 credits.

POLS 261. Participation in American Politics. Political participation is essential for American democracy. This course explores the variety of ways Americans participate politically and the promises and limitations of this activity. Traditional forms such as elections, campaigning, the courts and interest groups are examined as well as more radical forms such as the civil rights movement, feminism and protests. 3 credits.

POLS 305. Presidential Power. Designed to provide a thorough understanding of the processes of the executive branch of the American government, its role in relationship to the other sectors of government and the public. Included for consideration are the Office of the President, his and cabinet; the policy making process and the bureaucracy. 3 credits.

POLS 306. Courts in American Politics. This course details the role of law within the larger political/economic system showing how it functions as a system of social control. Particular attention is given to the role of the government in maintaining the legal system through judicial appointments and prosecutors; the role of juries; and the public before the courts. 3 credits.

POLS 307. Quantitative Research Methods in Political Science. This course introduces students to the methods and terminology used by political

scientists. We will examine basic concepts used in research (such as theories, hypotheses, independent and dependent variables, reliability and validity, sampling, and generalizability). We will also examine basic statistical techniques that are used to examine data, with an emphasis on interpreting the results (ranging from descriptive statistics to crosstabs, correlation, and regression). This course provides the knowledge necessary to conduct objective investigations of political phenomena and to better understand and evaluate the research of others. Upon completion of this course, students should be able to understand and interpret most research published in political science journals, as well as public opinion polls, surveys, and research findings reported in the news. As a result, students who complete this course will become more sophisticated consumers of diverse research and be prepared for future coursework in political science, as well as for life as an educated and informed citizen. 3 credits. Spring.

POLS 315. Environmental Politics. This course addresses the relationships among the environmental movement, their opponents and the political system. Students study political movements for and against environmental protection at the community, national and global level. It also investigates the principal policies and policy-making institutions, including major environmental legislation and regulations, state and federal environmental agencies, and international agreements. 3 credits.

POLS 328. Politics of the 60s. The period commonly referred to as "the 60s" was a unique time in U.S. politics. The United States experienced political assassinations, a confrontation with the Soviet Union, a conflict in Vietnam, a civil rights movement, the largest student protest movement our country has seen, inner city riots, and prison uprisings. This course examines these events to understand their evolution as well as their lasting effects on U.S. political institutions and political behavior. 3 credits

POLS 351. Politics of Social Policy. Social policy is one of the most contentious and misunderstood topics in American politics today. The welfare state as such has come under attack, as have those who depend upon its programs. This course addresses many of the contemporary scholarly and policy debates concerning the nature of the welfare state, the

development of the American welfare state, the nature of poverty today and the impact of social policy upon divisions in American society. Traditionally, social policy has focused upon poverty, but this course is also interested in its impact upon issues of race, social class and gender. 3 credits.

POLS 395. Media and Politics. This course takes a broad view of the media and its impact on politics, as well as the attempts of politicians and bureaucrats to manipulate media messages. We begin the semester by exploring the origin of the division between “news” and “entertainment” media and the recent blurring of this distinction. We then look at the evolution of the PR industry to see how opinion makers (particularly politicians and business interests) have developed techniques to shape mass public opinion. With this background we consider the impact of modern media coverage on political campaigns. With this background we consider the impact of modern media coverage on political campaigns and executive and legislative politics. 3 credits.

POLS 397. Policing in the Americas. This course engages in a critical examination of “police power” in a wide range of contexts – from local instances of protest policing to international police assistance. While police are often seen as “neutral” enforcers of the law without their own political interests, their roles in maintaining order, targeting certain populations for enforcement, collecting intelligence, and at times supporting particular politicians or political parties make them important political actors. The course provides a historical and theoretical perspective on the role of the police in liberal democracies, in particular the United States and Canada, as well as the efforts of these countries to “export” various policing models to Latin America. 3 credits.

POLS 420. Civil Rights and Civil Liberties. This course engages the student in the debate concerning the parameters of freedom and political order within the legal system. It does so by examining the dynamics of Supreme Court decisions as related to the First Amendment rights of speech, press, religion; criminal due process; equal protection for minorities and women; and the right of privacy. 3 credits.

POLS 421. Constitutional Law. The behavior of American politics is largely determined by the governing structures existing within the system. In turn, each of these structures is grounded in constitutional law. This course, by closely analyzing the Constitution itself and various Supreme Court decisions, explores the legal foundations of American politics. Subjects include the separation of powers, the federal system, executive privilege, the private economy, etc. 3 credits.

Comparative Politics

POLS 340. Identity, Emotions, and Decisions. This course examines the reasons for political behavior from a psychological perspective. The study of political behavior can be examined at the elite or mass levels, or even the nexus between elites and masses. This course uses insights and research from both psychology and political science to analyze a number of issues in the creation of political action. Particular emphasis will be placed on public opinion, persuasion heuristics, identification, intergroup conflict, tolerance, decision-making processes and the influence of small groups and personality of leaders on decision outcomes. 3 credits.

POLS 345. Political Conflict. The study of politics revolves around conflict and compromise. Several scholars examine strategies used in the competitive quest for power or other values. Others study psychological factors of identity that influence group conflicts. Theorists attempt to develop models of decision making and political behavior that help explain the general processes of conflict. The course presents a set of tools useful in the study of conflict processes, and examines the importance of gender in conflict. Further, we examine a number of case studies to compare how conflicts develop in different settings. An important aspect of the course is a research project in which you will analyze a conflict of your choice. 3 credits.

POLS 355. Latin American Politics. Students will be introduced to the challenges facing Latin American countries as they develop politically, economically and socially. The course considers alternative theoretical explanations for patterns of politics in the region, analyzes the role of different social and state actors and reviews contemporary political trends in a number of Latin American countries. Major

contemporary issues that will be examined include the role of the military in politics, the possibilities for democracy in the region, the challenge of bringing human rights abusers to justice, and the causes and consequences of international issues such as the debt crisis and drug trafficking. 3 credits.

POLS 375. Women and Politics. Women in most societies have been traditionally considered apolitical. This course seeks to break this commonly held image of women in a number of ways. A primary goal of the course is to develop a broad and sophisticated understanding of politics that can reveal the multifaceted ways in which women are politically involved. A second goal of the course is to recognize the diversity of political women. An understanding of the diversity of women in politics will be enhanced by consideration of women in a variety of political settings. The course seeks to develop an understanding of how different political and economic regime types — revolutionary, military, democratic, neoliberal, etc. — have a distinct impact on women and men. 3 credits.

POLS 396. Politics of the Middle East. This course is a comprehensive survey of historical and contemporary events in the region and focuses on the period starting from the fall of the Ottoman Empire to the present. We will examine processes of state building, struggles for self-determination and the domestic, regional, and international factors shaping the foreign policies of key states in the Middle East, the politics of religion, particularly the rise of various violent and non-violent forms of Islamic fundamentalism, the Arab-Israeli conflict, and the fate of ethnic and religious minorities in the wake of the region's upheavals. The ultimate purpose is to provide students with historical and substantive knowledge of the region and the analytical tools necessary to critically evaluate events and political trends. 3 credits.

POLS 398. Terrorism and Political Violence. This course is a survey of the phenomenon of political violence and an analysis of its causes, forms, and consequences. The course will focus on the following three forms of political violence: terrorism, genocide and assassinations. The course will explore several questions: why do individuals/organizations/states resort to violence instead of pursuing their goals peacefully through routine politics? What accounts

for individual and mass support for political violence? What are the psychological, social, and political effects of violence? Is violence more effective in realizing an actor's objectives? The course will focus on current events, especially terrorism in the Middle East, as well as past events such as the Holocaust, the Armenian massacre, genocide in Rwanda, mass killings in Darfur, and other relevant cases. This course employs an interdisciplinary approach and will cover both broad/general theories and specific cases from different regions and will include watching a few movies and documentaries. 3 credits.

POLS 435. Politics of Developing Areas. This course focuses on the problems encountered by developing nations as they attempt to modernize their political and economic institutions. We will address questions such as why do some countries seem to have an easier time developing than others? How can we measure concepts such as development and democracy? Are economic development and political democratization mutually reinforcing processes or do they conflict? In addition to exploring different theoretical explanations for political outcomes the course addresses important issues which policy makers in developing countries deal with on a daily basis including: environmental degradation, the status of women, racism, child labor, war and threats to national security. 3 credits.

International Relations

POLS 104. Model United Nations. This course is the entry to participation in MUN. The class is designed to familiarize the student with the following issues and materials: the structure and functions of the United Nations and its internal agencies; the salient issues that come before the UN; the rules of order and techniques of formal debates used at the UN; experience and participation in UN simulations; research methods and techniques for studying foreign nations; preparing position papers; and tasks related to planning and organizing a Model UN simulation. Students enroll in the course for the entire academic year, meeting the deadlines for the Fall semester. They receive an IP grade until the conclusion of the Spring semester. They prepare for participation at the Mid-Atlantic Model United Nations Conference day-long scrimmages at different times during the year, and participate in other

conferences as scheduled. They also actively plan and implement the St. Bonaventure Model United Nations Conference for high school students held on the St. Bonaventure campus in the spring of each year. 3 credits.

POLS 208/209. Intermediate Model United Nations.

Prerequisite: POLS 104. This course will have the responsibilities of POLS 104, plus additional presentations to the class and the requirement of running a committee for SBUMUN. Students will be expected to participate in at least three MAMUNC scrimmages or other conferences. Only three MUN credits at the POLS 210 level or higher will be acceptable as a political science elective for the major. The other MUN credits will be considered as general electives. Students enroll in the course for the entire academic year, meeting the deadlines for the Fall semester. They receive an IP grade until the conclusion of the Spring semester. 3 credits.

POLS 308/309. Model United Nations Secretariat.

Prerequisite: POLS 210. This course builds on the experience and responsibilities of POLS 210/211 but also requires key leadership positions and major preparations for the conference and conduct of the class. This entails extra planning meetings, and the execution of many of the logistical requirements of the SBUMUN conference. Members at this level will also help revise and make suggestions for the topic guides and other material for SBUMUN, help prepare the class for other conferences, and manage the SBUMUN website. Students enroll in the course for the entire academic year, meeting the deadlines for the Fall semester. They receive an IP grade until the conclusion of the Spring semester. 3 credits.

POLS 320. U.S. Foreign Policy. The United States emerged from the past millennium as the world's only "superpower." During the semester we will explore questions such as: How did the U.S. gain this undisputed advantage in the international arena? Does U.S. hegemony threaten world stability or is U.S. guidance the key to peace and prosperity in this millennium? How are other countries and groups reacting to U.S. power? Were the September 11 attacks the manifestation of a "clash of civilizations" or a reaction to U.S. imperialism? As we move chronologically through the major foreign policy events of the past fifty years we will consider traditional political science explanations for U.S.

decisions, considering evidence for realist, liberal (or idealist), and critical viewpoints. By the end of the course students should have gained an appreciation of the difficulties involved in maintaining influence on a global scale and the, often conflicting, impact of U.S. foreign policy decisions on democracy at home and abroad. 3 credits.

POLS 330. International Political Economy. With the end of the Cold War and the acceleration of "globalization," economic issues have come to dominate the international agenda. This course examines the relationship between politics and economics in the international setting. It begins by looking at issues of trade and the international division of labor — focusing on the trend toward regional trading blocks. Issues of international finance and monetary policies are then explored looking at the political implications of financial integration. Finally, students will be introduced to some new ways of thinking about the international political economy focusing on gender and environmental issues. 3 credits.

POLS 356. Latin America and the United States.

This course examines contemporary issues in United States-Latin American relations, placing them in the larger context of U.S. dominance in the region. Topics to be explored include the causes and consequences of Central American and Mexican immigration, free trade, the Andean region and drug trafficking (with a focus on the recent Plan Colombia), and security issues related to the Cuban revolution and the Panama Canal. 3 credits.

POLS 399. International Security. International security lies at the heart of international stability and prosperity. Understanding the fundamental security issues that the international community has to deal with nowadays is crucial for political order. In this course, we will examine the major social forces that shape political outcomes in various states, such as religion, nationalism, and ethnicity; we will also study actual threats such as terrorism, proliferation of weapons of mass destruction, civil wars and state failure. Finally, we will consider long-term trends such as the effects of information technology on security, changing role of states, international organizations, transnational movements and democratization. A major focus of the course will be

on U.S. security policy given that we live in an age of American supremacy. 3 credits.

POLS 460. Nationalism and Ethnic Conflict. One of the greatest threats to state security in the post-Cold War era has been the rise of nationalism and the role of ethnicity in political mobilization. We discuss the roots of ethnic and nationalistic sentiment, specifically whether ethnicity is a flexible social construct. We then move forward to consider the following questions. When does ethnicity become politicized? How and why do ethnic groups mobilize to engage the state? What are possible state responses to nationalist sentiment and ethnic conflict? Throughout the class case studies of recent ethnic conflict, such as Yugoslavia and the Rwandan genocide, will be used to illuminate the material. 3 credits.

Political Thought

POLS 302. American Political Thought. This course traces liberalism, the dominant American ideology, from Puritanism to the present time. Special attention is given to the Constitutional period and the contrasting thought of Madison and Jefferson, the Industrial Revolution, and the Depression. Finally, the course considers the effect of liberal ideology on the current condition of American politics.

Special Courses

POLS 450/451. Special Topics. A specialized course pertaining to one of the four subfields of Political Science: American Politics, International Relations, Comparative Political Systems, Political Thought. The specific content of the course will be announced prior to the semester in which it is offered. 3 credits.

POLS 491. Washington Internship. The student lives and works in Washington for a semester. The student expresses several choices as to a preferred experience and then is placed in one of these choices. Past student experiences have included the White House, State Department, Department of Justice, Congressional Offices. 3-15 credits.

POLS 492. Albany Internship. A student may participate in the New York State Assembly program in Albany offered each Spring semester. The student lives and works in Albany. 15 credits.

POLS 497. Independent Study. Under the guidance of a professor, a student will engage in advanced reading or research in political science. May be taken more than once for a total of 1-6 credits.

PSYCHOLOGY (PSYC)

Introductory & Prerequisite courses

*Honors course options

PSYC 101. An Introduction to Psychology*. A beginning course in the social and natural science areas of psychology; coverage of these two areas is at the discretion of the instructor. Research methods, quantitative methods and history are also introduced. 3 credits. Fall and Spring.

PSYC 102. An Introduction to Biopsychology

This course is a comprehensive introduction to the foundations of behavior. This includes the genetic, hormonal, neurochemical, developmental, social, and evolutionary bases of behavior and mental processes. Specific topics with the course, addressed at multiple levels of analysis, include sensation, perception, learning, memory, emotion, thinking, language, feeding, drinking, reproduction, aggression, and other social behaviors. 3 credits. Spring.

PSYC 191. Honors Psychology*. An introduction to psychology for honors students. Topics include the history of psychology, methods of research, learning, cognition, physiological psychology, perception, social psychology and personality. These topics will be covered in depth, and extensive discussion and analysis will be expected. Collaboratively, in a seminar format, the students and the instructor will review the classic literature of psychology and also explore more recently published research, theory and applications. While the course is designed for freshman majors, non-major sophomores and juniors who meet the qualifications of the Honors Program are welcome to enroll. No Prerequisites. 3 credits.

PSYC/PSCL 201. Psychological Research: Methods and Statistics I

The course will focus on the development of skills to enable the student to understand and conduct psychological research. Topics may include: the scientific process, observational methods, types of investigation, surveys, traces, archival data, control, sampling,

descriptive statistics, correlation and regression, basics of hypothesis testing. Co-requisite: PSYL 201. 4 credits.

PSYC/PSCL 202. Psychological Research: Methods and Statistics II. The course will focus on the development of skills to enable the student to understand and conduct psychological research. Topics may include: experimental designs, multilevel and factorial designs, interactions, external validity, comparisons among means, t-test, analysis of variance, non-parametric statistics. Co-requisite PYSL 202. 4 credits.

Upper-Division Courses

PSYC 212. Social Psychology*. The study of how individuals influence and are influenced by their social environments. Topics include social learning, attitude formation and change, interpersonal attraction, social exchange, conformity, leadership and social groups. A Social, Personality, Developmental Psychology elective. Prerequisite: Psychology 101 or Sociology 101. 3 credits.

PSYC 213. Group Dynamics. This course covers the major theories of group behavior and group process through experiential exercises, discussions and readings. Opportunities for students to learn observational and analysis skills necessary to study group process are provided. A Social, Personality, Developmental Psychology Elective. Prerequisite: Psychology 212. 3 credits.

PSYC 215. Maladaptive Behavior*. Introduces students to the diagnostic criteria and description of mental disorders as well as the etiology and treatment. Special attention is paid to the scientific basis of our knowledge of this area. A Social, Personality, Developmental Psychology Elective. Prerequisite: Psychology 101. 3 credits.

PSYC 222. Psychology of Learning & Memory*. An overview of the general principles governing behavior change, informed by consideration of the ecological and biological constraints and affordances on learning and memory. Topics may include the principles underlying: habituation, reinforcement, punishment, learning-set formation, conditioned emotional responses, taste aversions, token economies, spatial learning, food-storing, short- and

long-term memory, forgetting, drug addiction, therapy for maladaptive behaviors. A Cognitive, Behavioral, Health Psychology elective. Prerequisite: Psychology 101. 3 credits.

PSYC 224. Psychology of Adolescence*. Development of adolescent behavior with emphasis on the determinants of patterns of adolescent activity. A Social, Personality, Developmental Psychology Elective. Prerequisite: Psychology 101. 3 credits.

PSYC 225. Psychology of Adult Development and Aging. As we age we undergo gains as well as losses during the adult years. The focus of this course is twofold; to emphasize what individuals can do to promote successful aging and to highlight what individuals can do when faced with the challenges of the declines and diseases that occur during the adult years. This course will examine adult development and aging in four domains: biological and physical, cognitive, personal, and social. Prerequisites: Psychology 101 or permission of the instructor. 3 credits.

PSYC 232. Psychological Well-Being. Through this course the science of positive psychology will be explored. The roots of the study of human well-being in ancient Greek philosophy and, more recently, humanistic and existential psychology will be covered. Emphasis will be given to recently developed theories on optimism, hope, resilience, strengths, and human flourishing. These topics will be viewed at the level of individuals, interpersonal relations, groups, organizations, communities and nations. A Social, Personality, Developmental Psychology Elective. Prerequisite: PSYC 101. 3 credits.

PSYC 270. Investigative Psychology. Investigative Psychology is the scientific psychological study of criminal action and the processes involved in detecting, apprehending, and bringing to justice the offender. Topics covered in this course will include a history of investigative psychology, criminal theories, examination of crimes (murder, sexual assault, acquisitive crimes) eyewitness testimony, interviewing, line-ups, and false confessions. Prerequisite: Psychology 101 or Sociology 101. A Social, Personality, Developmental Psychology elective 3 credits.

PSYC 309. Social Influence. Social influence is practiced by each of us and used on each of us every day. Social influence attempts include subtle social pressure, requests, and direct commands and can take a variety of forms including personal appeals, advertising campaigns, and government propaganda. Social influence attempts may be conveyed through traditional advertising but can also be conveyed through art, architecture, and music. As part of this course students will examine and evaluate real world social influence tactics as well as examine empirical research that explores the factors that make it more likely a social influence attempt will be successful. Topics may include attitude change and persuasion, conformity, compliance, and obedience. A Social, Personality, Developmental Psychology Elective. Prerequisites: PSYC 1013 credits.

PSYC 310. Organizational and Industrial Psychology* An introduction to the psychology of the individual within the organization. The level of analysis will extend from individual psychology to the social psychology or groups and larger social structures. A Social, Personality, Developmental Psychology Elective. Prerequisite: Psychology 101. 3 credits.

PSYC 312. Child Development*. The major theories in developmental psychology will be discussed with a focus on infant and child development. Theories and topics discussed include cognitive development, language development, attachment and emotional development, moral development, the self, and the role of the family, peers, school, and the media on development. A Social, Personality, Developmental Psychology Elective. Prerequisite: PSYC 101. 3 credits.

PSYC 313. Interpersonal Relations*. An inquiry into theories and empirical studies of the dyad. The dynamics of the development and maintenance of close interpersonal relationships are emphasized. Principal topics include attraction, intimacy, verbal-nonverbal communication, conflict and conflict resolution. Marriage and alternative dyadic lifestyles are critically discussed. A Social, Personality, Developmental Psychology Elective. Prerequisite: Psychology 101. 3 credits.

PSYC 315. Animal Behavior. A comprehensive introduction to the study of behavior that is organized around Niko Tinbergen's "four questions" that are asked about behavior: What is the

immediate causation, the development, the current evolutionary function, and the evolutionary history of the particular behavior in question. Topics include: behavior genetics, evolution, predation, predator avoidance, play, communication, cooperation, altruism, kin-selection, monogamy, polyandry, polygyny, territoriality, individual differences (nonhuman animal "personalities"). A Cognitive, Behavioral, Health Psychology elective. Prerequisite: PSYC 101. 3 credits.

PSYC 316. Human Sexuality. This course will offer a broad view of human sexuality from multidisciplinary perspectives: the psychological, biological, sociological and historical. Topics will include research methods in the area of sexuality, human sexual anatomy, response, motivations, variations, reproduction, and basic sexological vocabulary, gender differences, developmental issues, and current and emerging theories and controversies regarding gender identity, sexual orientation, and the treatment approaches for sexual dysfunctions and other sexual problems. A Social, Personality, Developmental Psychology Elective. Prerequisite: PSYC 101. 3 credits.

PSYC 330. Health Psychology. Issues related to health are a national concern as obesity rates and the costs for health care rise. This course provides an overview for many topics in health psychology including addiction, illness, exercise, stress, diet, and sexual behavior. This course describes research methodologies from an evolutionary, social, cultural, political, and individual perspective. Current treatments and inventions for solving issues related to health are also introduced. In all, this course provides a diverse introduction to many topics, perspectives, and outcomes for research in health psychology. A Cognitive, Behavioral, Health Psychology elective. Prerequisite: PSYC 101. 3 credits.

PSYC 343. Physiological Psychology. An introduction to the physiological bases of behavior, focusing on the structure of the nervous system and the hormones and other biochemicals important for brain functioning and the emergent phenomenon we call behavior. Learning the 3 dimensional structure of the mammalian brain is aided by dissecting a sheep's brain. Topics include: development, recovery from spinal cord injury, movement, sensation and perception, sleep, consciousness, emotion, ingestion,

eating disorders, reproduction, social bonding, communication, language, learning and memory, drug addiction, and disorders such as Parkinson's, Alzheimer's, schizophrenia, depression, ADHD. A Cognitive, Behavioral, Health Psychology elective. Prerequisites: PSYC 101, 102. 3 credits.

PSYC 370. Psychology of Terrorism. Drawing on theories and research in Social Psychology, this course will examine terrorist groups, explore the beliefs of these groups, and discuss why someone would become inspired by, affiliate with, financially support, or take action based on the beliefs or extremist ideologies of terrorist groups. The course will also examine the strategies used by terrorist groups to recruit adherents and convert them to their cause and the organizational structure of these groups. Prerequisite: Psychology 101 or Sociology 101. A Social, Personality, Developmental Psychology elective 3 credits.

PSYC 371. Hate Crimes. Social psychological theories and research will be used to explore the issue of hate crimes. Topics to be addressed include social psychological theories of hate and prejudice, the development of hate crime laws, typologies of hate crimes, major types of hate crimes, investigation and prosecution of hate crimes, and the impact of hate crimes on the victims and society. Prerequisite: Psychology 101 or Sociology 101. A Social, Personality, Developmental Psychology elective 3 credits.

PSYC 382. Sustainable Behavior. Sustainability is meeting our needs without compromising the ability of future generations to meet their needs. This course will explore the primary scientific literature to understand the reciprocal influences between our biology of eating (evolution, culture, physiology) and the food-production system. Our goal is to understand the relationship between food choices, cognitive and mental health, and aging. Furthermore, those topics are set in the context of economically viable, ecologically sound, and ethical food production systems. After reading core materials, specific topics for in-depth reading will be negotiated by participants. A Cognitive, Behavioral, Health Psychology elective. Prerequisite: PSYC 202. 3 credits.

PSYC 414. Sport and Exercise Psychology. Sport and Exercise Psychology is an emerging field that covers a

diverse range of topics including team dynamics, team leadership, exercise and sport performance, sport related health and well-being, and sport to facilitating growth and development. In addition to presenting research in these areas, this course focuses on enhancing performance in sport and exercise and sport related health and well-being. 3 credits.

PSYC 420. Special Studies in Psychology. An intensive study of a particular area or topic in psychology or its applications. The content of the course will be announced prior to the semester in which it is offered. The course may be retaken if the content has changed. 3 credits.

PSYC 421. Sensation and Perception. Critical analysis of theories, methods of investigation, and data obtained in studies of sensory and perceptual processes, including the nature of physical stimulation, psychophysical methods, form perception, space perception, constancy, spatially coordinated behavior and attention. Emphasis primarily but not exclusively on visual perception. A Cognitive, Behavioral, Health Psychology elective. Prerequisite: Psychology 101. 3 credits.

PSYC 422. Cognition. How do we think, and how can our thoughts processes be improved? The course will deal with contemporary approaches to the study of higher mental processes, with an emphasis on information processing. Topics will include memory, language, cognitive skills, reasoning, concept learning and problem solving. Theories and research will be considered, along with applications to everyday life. A Cognitive, Behavioral, Health Psychology elective. Prerequisite: Psychology 101. 3 credits.

PSYC 433. Psychology of Personality. A survey of the various approaches to the study of personality. Also included are the determination of personality development and the methods elective. (formerly PSYC 233) A Social, Personality, Developmental Psychology Elective. Prerequisite: Psychology 101. 3 credits.

PSYC 469. Introduction to Clinical Methods in Human Services. Introduces Psychology majors to clinical methods and issues in human services in preparation for fieldwork experience. Areas that are covered include: ethics, assessment, interviewing,

and psychopharmacology. The objective of this class is to furnish students with information and clinical skills that will enable them to provide direct service to clients, with appropriate supervision. Prerequisite: Psychology 101, and sophomore standing. Spring.

PSYC 491. Research in Mechanisms and Evolution of Behavior. To comply with University comprehensive examination requirements, psychology majors must complete a research course (PSYC 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and either the mechanisms of behavior or the evolution of behavior to plan, conduct, and assess psychological research. Selected readings will include papers that provide perspectives on science in general, behavior science, and learning, social behavior, and evolution of behavior in particular. Students will work in groups to develop a project that will be executed this semester. Each student will write their own report on the project in an APA-formatted paper. Each group will design and present a poster at the department's poster day at the end of the semester. Prerequisites: PSYC 202 and either PSYC 222 or 315. 3 credits.

PSYC 492. Research in Cognition. To comply with University comprehensive examination requirements, psychology majors must complete a research course (PSYC 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and cognition and memory plan, conduct, and assess psychological research. Selected readings will include papers that provide perspectives on science in general, cognition, human learning and memory, problem solving, and metacognition. Students will work in groups to develop a project that will be executed this semester. Each student will write their own report on the project in an APA-formatted paper. Each group will design and present a poster at the department's poster day at the end of the semester. Prerequisites: PSYC 202 and PSYC 422. 3 credits.

PSYC 493A. Research in Social Influence. To comply with University comprehensive examination requirements, psychology majors must complete a research course (PSY 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and social influence to

designing and examining research questions in social influence. Prerequisites: PSYC 202 and PSYC (212,213 or 309). 3 credits.

Field Work

Students who elect to do field work in psychology are placed in community agencies for the purpose of acquiring supervised field experience under qualified professionals in areas indicated by the student's particular interests and aptitudes. The course provides a link between the knowledge of psychological theories, methods and research acquired in the classroom and the application of this knowledge to current problems in society. Three hours per week are spent in the agency for each course credit hour earned. Most human service agencies require nine hours per week (3 credits). Registration requires permission of the Department Field Work Adviser, who should be consulted at least one semester in advance of course registration. Because screening of student applicants by the Department of Psychology is basic to the specified agreement with each agency, the course is open only to Psychology majors. 1-3 credits. Fall.

470. Training and Education of the Handicapped Field Work. Prerequisite: Psychology 215, 469.

471. Adolescent Rehabilitation Field Work
Prerequisite: Psychology 215, 469.

472. Juvenile Rehabilitation Field Work
Prerequisite: Psychology 215, 469.

473. Treatment & Care of the Aged Field Work
Prerequisite: Psychology 215, 469.

474. Community Psychology Field Work
Prerequisite: Psychology 215, 469.

475. School Psychology & Guidance Counseling Field Work. Prerequisite: Psychology 215, 469.

476. Business & Industry Field Work

478. Field Work as a Teaching Assistant

479. Field Work in Applied Psychological Research

Independent Study

The following set of courses provides the opportunity for students to explore in depth a topic of psychology under the direction of a member of the psychology faculty. Most projects will take the form of an empirical investigation, however, other projects will be accepted if they encourage creativity. Requires permission of the faculty member supervisor. One to six credits hours can be earned in Independent Study. Permission of instructor required.

- 480 Independent Study in Learning & Memory
- 481. Independent Study in Social Psychology
- 481b. Independent Study in Sport and Exercise Psychology
- 482 Independent Study in Organizational Research
- 483 Independent Study in Developmental Psychology
- 483b. Independent Study in Adult Development
- 484. Independent Study in Perception
- 485. Independent Study in Physiological Psychology
- 486. Independent Study in Personality

Honors Courses

(NOTE: Courses with asterisks in the course description section offer honors options.)

PSYC 4HP. Honors Project in Psychology. Students who comply with the entrance standards of the Honors Program are welcome to do an honors project in any area of psychology. A project is a two- to three-semester endeavor in which, as a junior or senior honors student guided by a project adviser, you will work intensively on definition and solution of a scholarly problem or on development of a creative product. 6 credits.

PSYC 490. Honors Seminar. A seminar wherein honor students join with faculty to develop and refine their honors projects and honors options. The seminar is held once a week for one hour and is required of all students doing honors projects or taking honors options. Not for credit.

Capstone

PSYC 493. Research in Social Psychology. To comply with University comprehensive examination requirements, psychology majors must complete a

research course (PSYC 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and social psychology to plan, conduct, and assess psychological research. 3 credits.

PSYC 494. Research in Personality Psychology. To comply with University comprehensive examination requirements, psychology majors must complete a research course (PSYC 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and personality psychology to plan, conduct, and assess psychological research. Prerequisite: PSYC 202 and 433. 3 credits.

PSYC 498. Research in Health Psychology. To comply with University comprehensive examination requirements, psychology majors must complete a research course (PSYC 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and health psychology to plan, conduct, and assess psychological research.

QUANTITATIVE METHODS (QMX)

QMX 211. Introduction to Statistics. The course involves analysis of descriptive statistics. Emphasis is placed on graphical methods, measures of central tendency, measures of variability and their application to the "real world." Major emphasis is placed in presenting an introduction to probability and its applications. Random variables and their distribution are discussed along with mathematical expectation and useful discrete probability distributions. The course concludes with a detailed discussion of the normal probability distribution, sampling distributions and the use of confidence intervals for statistical inference. Computer usage is required throughout. Prerequisite: MATH 122 or MATH 151. 3 credits. Fall and Spring.

QMX 212. Statistical Applications for Business. A review of confidence intervals for statistical inference is followed by an extensive discussion of hypothesis testing for both large and small samples. An in-depth study of analysis of variance precedes detailed work on linear regression, multiple regression and correlation. Analysis of enumerative data including chi-square and a study of non-parametric statistics

concludes the course. Survey sampling techniques permeate the course, along with a focus on the application of statistical techniques in business. Computer usage is required throughout. Prerequisite: QMX 211 and IT 120. 3 credits. Fall and Spring.

STRATEGIC COMMUNICATION (SC)

SC 210. Social Media in Society/Business. This course is designed to introduce students to developments in social media that are transforming the way we live and communicate. The class objectives are to provide students with an understanding of how those social tools relate to the practice of strategic communications including marketing, advertising, public relations, and nonprofits, as well as the impact of the social media on our society and the marketplace. The course will be a balance of academic consideration and practical application, incorporating the use of social media such as wikis, Twitter, YouTube, personal blogs, Facebook and other relevant tools. Students will participate in virtual community discourse, create content and interact with other professionals in the field and reflect critically on the experience. New applications and social networks will come and go. However, this course will help foster the skill of applying the core principles and practices of strategic communications to social media in productive, creative and intelligent ways. It will also encourage students to be flexible, open to new communication channels and willing to experiment. Prerequisite: JMC 101. 3 credits. Fall and Spring.

SC 220. Digital Portfolio and Career Readiness. In this class, students learn the importance of designing a digital portfolio, perhaps the most critical and mandatory vehicle demonstrating a business communicator's skill and accomplishment in the strategic communications arena, as one readies oneself for one's career. The following areas of concentration are explored in this class: digital portfolio formatting, an evaluation of students' professional communications strengths and weaknesses as they apply to the format of the digital portfolio, identifying one's audience and truly focusing on them, how to organize one's work and how to get images of 3D and oversized work into one's portfolio. In addition, one will learn what agencies are looking for in a digital portfolio and how others have prepared for careers using digital portfolios as the centerpieces for career

opportunities. Finally, this course will focus on résumé writing, interviewing skills, job searching techniques specific to the communications, marketing and agency fields and online and offline networking in the business environment. Juniors and Seniors only. Prerequisite: JMC 101. 3 credits. Fall and Spring.

SC 301. Strategic Writing and Professional Communication. This business writing course helps develop business writing and strategic communication skills by teaching and practicing a wide variety of writing initiatives from professional online communications, including memos and business reports, electronic media kits and press releases, presentations, web site content, copywriting for advertising, white papers, and corporate proposals. The writing and presenting will include crafting and delivering positive, negative and persuasive messages, sales and fund-raising letters, new business proposals, market research reports, creative briefs, agency internal & external documents and job-search communications. Addressing today's marketplace, the course guides the student through the process of creating and presenting a substantial and strategic business report. The goal is to provide every strategic communications student with the opportunity and skill to communicate clearly and persuasively with various constituent groups. Prerequisite: JMC 111. 3 credits. Fall and occasionally Spring.

SC 302. Global Marketing and Communication. This course trains students to build successful Global business relationships by studying other cultures and proper business training to understand the intricate processes of accomplishing business and strategic communications in a global environment. Set in the context of intercultural business communications, the focus will be on understanding the role of culture & language, cultural rules for establishing relationships, creating and organizing resonate messages, import and export laws, comparative management and communications styles, business protocol, etiquette and Franciscan business ethics, rooted in the tradition of Luca Paccioli. Prerequisite: SC 301. 3 credits. Offered Spring.

SC 303. Digital Marketing. This course underscores the importance that digital channels play in marketers' media options while building a proficiency

in new media channels and digital marketing. As new developments in the media landscape continue to impact marketers and communications specialists, the multi-channel work of new media presents companies with enormous opportunities and considerable challenges. Students will be able to understand new media and digital marketing options, including these opportunities and challenges, so they can harness the power of “DigiMarketing” to grow a business in a strategic communications environment. 3 credits. Offered in Fall.

SC 320. The Principles & Practices of Public Relations. An introductory public relations course that examines the research and assessment of the organizational public relations environment, establishing goals and objectives, selecting appropriate courses of communication action, implementing those communication programs and evaluating performance. The goal is to familiarize students with the background and content of public relations management, helping them to understand the nature of managerial and ethical responsibilities of public relations practitioners. 3 credits. Offered every fall.

SC 330. The Advertising Campaign. The class will function as a full-service advertising agency in workshop format, encompassing an overview of advertising as the creative message in print, radio and television. Students will concentrate on the development of an advertising campaign for a particular client, readily demonstrating a strong command of media planning and research, layout, design, copywriting and conceptual thinking. 3 credits. Offered every fall.

SC 340. Copywriting. The focus of this class is the creative process through which advertising comes into being. By going through the conceptual, writing, visualization and executional steps, the student will gain an understanding of the way the creative process works: the strategic thinking, the drawing on reservoirs of knowledge from other liberal arts courses, the concepting, the trial-and-error, the intense executional discipline, the reworking, polishing and refinement, and the final presentation of one's finished work, in printed form, to either one's creative director or your client. 3 credit hours.

SC 401. Special Topics in Strategic Communication & Digital Media. The course gives students the opportunity for in-depth study of Strategic Communication & Digital Media-related issues and topics. Students may also arrange for planned independent study in Strategic Communication and Digital Media under the guidance of a faculty adviser. School permission required. 1-3 credits.

SC 420. Public Relations Campaigns. This upper-level public relations class examines various case studies of public relations campaign strategies. The general intent is to place the student in a managerial, decision-making role in which the primary requirement is to think in planning and program-execution terms. Further, the student will be introduced to the formal rules of strategy selection, once goals have been specified, by appeals to the literature base covering the subjects of decision theory and management theory. Prerequisite: SC 320. 3 credits. Offered on occasion.

SC 422. Organizational Communication. This course will familiarize students with organizational relations and communication and to allow them to put what is learned into practice. Students will learn the various and numerous publics and audiences in an organization and how to interact and deal with each. Different organizations and different industries will be discussed. Students will have an opportunity to discuss their own experiences as well as examine how to put teachings into practice. 3 credits. Offered on occasion.

SC 425. Crisis Communication. This course will look at a history of conflict from organized labor to regional and world conflicts with a focus on crisis communication and planning. This class will also emphasize diversity in culture and other factors as an antecedent to conflict. New technologies, globalization, and current issues and crises will be discussed. Prerequisite: JMC 111. 3 credits. Offered on occasion.

SC 426. Health Communication. This course will focus on stakeholders and publics in health care, the differences in communication in a health care setting, and the limitations and challenges of health communication. This class will also look at new technologies and current issues in health and sectors as well as worldwide public health concerns and

trends as they relate to mass communication.
Prerequisite: JMC 111. 3 credits. Offered on occasion.

JMC 430. AAF Case Study. This course serves as the capstone advertising class, providing students with the opportunity to design a strategic advertising and media campaign for a corporate sponsor. Students present the finished campaign to various industry executives at the American Advertising Federation's National College Competition in the spring semester. This campaign project is recognized nationally as the "College World Series of Advertising." Prerequisite: instructor's permission. 3 credits. Offered every spring.

SC 497. Agency Experience: Synapse I. Synapse Matters offers students the opportunity to act as associates of a marketing communications consultancy in a business setting on campus. Students will learn valuable leadership, customer service and client relations, sales, budget and business skills. As with any wide-ranging consultancy, Synapse may draw on outside experts for lectures on specific subjects (*e.g.*, law, ethics). Additionally, students will foster an atmosphere of service learning, teamwork and professionalism by working on both for-profit and not-for-profit campaigns with real clients. Prerequisite: JMC 202. 3 credits. Fall.

SC 498. Agency Experience: Synapse II. Synapse Matters offers students the opportunity to act as associates of a marketing communications consultancy in a business setting on campus. Students will learn valuable leadership, customer service and client relations, sales, budget and business skills. As with any wide-ranging consultancy, Synapse may draw on outside experts for lectures on specific subjects (*e.g.*, law, ethics). Additionally, students will foster an atmosphere of service learning, teamwork and professionalism by working on both for-profit and not-for-profit campaigns with real clients. This course continues the work of SC 497. Prerequisite: SC 497. 3 credits. Spring.

SC 499. Comprehensive Experience. Students in the Strategic Communication program will be expected to participate in a Program Assessment Comprehensive Interview in the fall of year four. The student is

expected to select from a position and "apply" for a position. The student will then submit a cover letter, resume and portfolio for review by the assessment committee comprised of the faculty and alumni/professionals. Students will participate in professional etiquette seminars. In preparation for the interview, students will be expected to gather information about the company/organization, as would be expected in a professional environment. Students will be graded based on a comprehensive rubric. Students will either pass or fail. Students who fail will have until the end of spring year four to make suggested corrections and submit again. It is also expected that before students receive a grade for this course, all 400 internship hours are completed. To be taken Senior Fall semester. 2 credits.

SOCIOLOGY (SOC)

SOC 101. Introductory Sociology. A comparative and historical analysis of human societies. 3 credits. Fall and Spring.

SOC 102. Social Problems. A survey course that acquaints the students with the major social problems of societies. 3 credits. Fall and Spring.

SOC 103. Introduction to Social Work. A pre-professional course in social work. The general purpose of this course is to provide students with a broad understanding of social work. 3 credits. Fall.

SOC 104. Introduction to Gerontology. This course is an introduction to the multidisciplinary field of gerontology and provides an overview of the sociology, psychology, and physiology of aging. This course will study the variety of factors which affect aged adults in current U.S. society. These include: 1) the changing role of the elderly; 2) the sources and consequences of ageism; 3) the institutional supports and family services needed by and available to a growing aged population. Cross-cultural, ethnic, and racial differences will be examined. Interpersonal role interactions and lifestyles of the elderly will also be examined along with institutional and social level structures which impact the elderly. A key goal for students is to develop a more realistic perception of the aging process in themselves and others. 3 credits.

SOC 205. Sociology of Inequality. An overview of various theories and empirical investigations of social

stratification. The dimensions of social class in the United States and their effect on American culture will be examined. Both a historical and a cross-cultural perspective will be utilized. 3 credits.

SOC 206. Qualitative Research Methods. This course is an introduction to qualitative methods for social research. The course will cover issues such as interviewing, focus groups, oral history, and content analysis. Students will explore ethical issues in qualitative research and will learn how to write a qualitative research paper. Prerequisite: Sociology 101. 3 credits. Spring.

SOC 207. Quantitative Research Methods. A brief introduction to the historical development of sociological research, with special emphasis placed on present-day procedures and practices. Prerequisite: Sociology 101 and Math 107. 3 credits. Fall.

SOC 208. Contemporary Social Theories. A brief survey of the outstanding sociological thinkers from Comte to current theorists, along with the development of the several schools of thought and their influence upon present-day sociological theory. Prerequisites: Sociology 101 & 102 and two sociology electives. 3 credits. Spring.

SOC 301-302. Current Social Problems: Field Work Study. This course consists of a weekly classroom seminar, which includes speakers, films and discussions on major social problems such as poverty, drugs, crime, the aged, the mentally deficient, child abuse, family disorganization, etc. All students are also placed for a semester in local agencies which deal with social problems. Reports of "in the field" observations are submitted periodically. Prerequisite: Sociology 103. 6 credits. Fall (301) and Spring (302).

SOC 303. Sociology of Adolescence. This course will examine the socialization experience of adolescents. The role of various social institutions, including family, peers, educational system, legal system and media will be examined in detail. The class will also focus on existing theories of adolescence in the social sciences. 3 credits. Spring.

SOC 304. Community Organization. An analysis of how a community organizes itself to identify and solve problems. Prerequisite: Sociology 103. 3 credits.

SOC 306. Socio-Economic Development. An examination of less developed countries in perspective in order to study the various systems of beliefs and practices that people have developed to understand the ultimate problems of human life. 3 credits.

SOC 307. Criminology and Penology. A study of the nature and cause of crime and of the methods of dealing with adult offenders. 3 credits. Fall.

SOC 308. Juvenile Delinquency. Problems and causes of juvenile delinquency; legal and social considerations; medical, psychological and psychiatric aspects; needs and functions of the Juvenile Court; methods of treatment of delinquents. 3 credits. Spring.

SOC 314. Sociology of Religion. A sociological analysis of the relationships that exist among religions, societies and individuals. The course will also develop a social scientific perspective in order to study the various systems of beliefs and practices that people have developed to understand the ultimate problems of human life. 3 credits.

SOC 320. Social Psychology of Addictions. An introduction to, and application of, social psychological theory and practice to the processes of chemical addiction. Attention is focused on the subtle transformations that help the addicted person define his or her muddled life as standard. Possibilities of addressing some of the issues of dependency are considered. Sociology Majors only. 3 credits.

SOC 321. Social Media and Society. or better and for worse, life has changed rapidly due to the rise of modern communicative technologies. These changes take place at the domestic and global level, changes which influence both individuals and society. This course will use classical and contemporary theoretical perspectives for the purposes of understanding how social media alters both the macro and micro processes within the social landscape. Course materials will address contemporary issues and transformations of culture and institutions that are in many ways the product of technological expansion and the rise of mediated interaction patterns that are found everywhere in modern society today. Special attention will be paid to the overarching themes of

how mediated communication patterns relate to the transformation of social institutions and organizations as well as to cultural production and consumption, communities, socialization, and selfhood. 3 credits.

SOC 323. Media and Public Opinion. This course explores how and why the American public forms opinions about social and political issues, including an analysis of the role that media play in this socialization process. 3 credits.

SOC 325. Crime in a Digital Society. This course will serve as an introduction to an array of social issues pertaining to deviance and the rise of new media technologies. We will also aim to identify how and why these technologies are being used for these purposes. Additionally, we will explore ways that social institutions are often able to use these digital technologies to reduce social deviance and promote social order. 3 credits.

SOC 327. Population Analysis. An introduction to population theories and a survey of world population trends with some focus given to demographic phenomenon in the United States. 3 credits.

SOC 401. Marriage and the Family I. In what sense is the family a natural building block of all societies? Is marriage a privileged relationship marked by intimacy and sexual fidelity in most societies? Do men and women observe a similar division of duties in the household everywhere? This course looks at selected examples of these institutions in cultures that have been until recently unrelated to our own, and at the development of marriage and the family in Western society prior to the modern era, in order to answer these and other related questions. 3 credits. Fall.

SOC 402. Family Violence. This course examines violence in the family system from Sociological, Criminological and human services perspectives. The course will focus on understanding the causes and effects of familial violence, including but not limited to partner violence, child abuse and neglect, sibling and elder abuse. The course will also explore the role of human services and law enforcement agencies as well as the legal system in addressing family violence. Current social policy will also be addressed.

SOC 407. Sociology of Education. The basic thrust of this course will be found within the sociological frame of reference. The school, the formal instrument of education, is emphasized. Stress will be placed upon social change, value conflicts and the learning implications resulting from various social processes. Such factors as age, race, ethnicity, residence of students and teachers and the social structure of the community will be analyzed for the part they play in the learning process. 3 credits. Fall of even years.

SOC 408. Health and Illness. Sociological conceptions of health and illness are analyzed. The medical hospitals, medical school, nursing schools, mental institutions and their operation are examined in relation to the values of health personnel and patients. Sociological implications of rehabilitation practices in physical and mental illness are discussed. 3 credits. Spring.

SOC 412. Senior Seminar. Prerequisites: Sociology 206, Sociology 207, and Sociology 208. 3 credits. Fall and Spring.

SOC 413. Minorities in the United States. This course describes some of the principal aspects of intergroup relations in the United States. It is a synopsis and evaluation of what sociologists and other social scientists have learned about America's minorities, the nature of prejudice, the extent of discrimination and the reactions of minority group members to differential treatment. 3 credits. Spring.

SOC 420. Special Topics in Criminology. An intensive study in a particular area or topic in Criminology or its applications. The content of the course will be announced prior to the semester in which it is offered. The course may be retaken if the content has changed. 3 credits. On occasion.

SOC 425. Special Topics in Sociology. An intensive study in a particular area or topic in Sociology or its application. The content of the course will be announced prior to the semester in which it is offered. The course may be retaken if the content has changed. On occasion.

SOC 430. Advanced Reading Course. This course is based on the belief that the outstanding student should be encouraged to do independent study to obtain a mature knowledge in a chosen field in the

last year of the undergraduate program. The objective of this course is to enable sociology majors as they complete their undergraduate program to renew their grasp of the essential concepts and issues as seen through the eyes of recognized authorities, and to appreciate and comprehend the gamut of human relations as an integrated whole. 1-3 credits. On demand.

SPANISH (SPAN)

SPAN 101-102. Elementary. The fundamentals of Spanish grammar and structure. Seeks to develop language proficiency through communicative methods and culturally oriented materials. Prerequisite for 102: 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

SPAN 201-202. Intermediate. Intermediate-level Spanish grammar with reading, practice in conversation and language analysis of selected literary texts and cultural materials. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

SPAN 202S. Spanish. Study abroad in Salamanca, Spain. This immersion program is offered at the end of the spring semester at the Colegio de Espana. Students receive six SBU credits for any Spanish intermediate or upper-level courses. There are cultural excursions to enhance this unique educational experience. 6 credits.

SPAN 301. Conversation and Composition I. Developing competence through conversation, composition, and reading. Special emphasis on literary texts and cultural materials. Prerequisite: 202, equivalent, or permission of instructor. 3 credits. Fall.

SPAN 303. Advanced Grammar and Composition. Advanced language study stressing composition, conversation and a comprehensive review of Spanish grammar. Prerequisite: 301, equivalent, or permission of instructor. 3 credits each. Spring.

SPAN 305. Latin American Culture and Civilization I. A study of the cultural and social life of pre-Columbian Latin America, continuing with the political, social and cultural changes brought about by colonization and nationalization. 3 credits.

Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 307. Latin American Culture and Civilization II. A study of Latin America, its social, political and cultural institutions in the 20th century, including major cultural issues and changes in modern Latin American societies. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 309. Spanish Civilization and Culture. A study of the Spanish character and Spain's major contributions to world civilization from the past to the present. It traces Spain's cultural evolution from early invasions: Celts, Goths, Visigoths, Iberians to Jews, Moslems, and Christians cultures in Medieval Spain with their traditions, customs, art, gypsy cultures dance and music to Spanish Civil War, the Franco Regime, and the Spanish transition to democracy. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 335. Special Topics in Spanish: Language. Directed reading and research in topics dealing with the language and grammar of Spanish. May be taken more than once for a maximum of 6 credits. On occasion.

SPAN 401. Survey of the Literature of the Middle Ages. An introduction to a variety of texts, both canonical and non-canonical, of the Spanish Middle Ages. Major historical events and cultural influences affecting the Iberian peninsula from 711-1492 are closely examined, in tandem with the literature. Genres include the lyric, epic and popular poetry, early drama, and short prose, with an emphasis on the exempla. Relevant literary theory is taught as required, along with techniques in critical analysis, to elucidate key concepts. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 402. Survey of the Golden Age of Literature. An introduction to various canonical and non-canonical works of the 16th and 17th centuries, including poetry, drama, short prose, and the early novel. Principal authors include Santa Teresa de Ávila, María de Zayas y Sotomayor, Luis de Góngora y Argote, Garcilaso de la Vega, Félix Lope de Vega, Tirso de Molina, Pedro Calderón de la Barca, Fray Luis de León, Miguel de Cervantes, Baltasar Gracián, San Juan

de La Cruz, Francisco de Quevedo, and García Rodríguez de Montalvo. Some literary theory is taught, as relevant, as are approaches to critical analysis. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 403. Survey of XIXth and XXth Century Literature. A study of major authors, works, trends, and movements from the Romantic Period to the 20th century. Includes selective writers such as Zorrilla, Bécquer, Galdós, Pardo Bazán, Valera, Valle-Inclán, Benavente, García Lorca, Jiménez, Matute, Rivas, and others. Prerequisite: 303, equivalent, or permission. 3 credits. On occasion.

SPAN 407. Survey of Latin American Literature I. An introduction to the principal authors, works and movements of Latin American literature from PreColumbian literatures to Modernism. Includes writers such as Las Casas, Ercilla, Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Hernández, Martí, Darío, and others. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 408. Survey of Latin American Literature II. An introduction to the principal authors, works, and movements of Latin American Literature from "Post Modernismo" to the present. Includes writers such as Mistral, Paz, Neruda, Vallejo, Borges, García Márquez, Vargas Llosa, Cortazar, Poniatowska, Allende, and others. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 415. XXth Century to Contemporary Spanish Literature. A detailed study of recent Peninsular Literature and its various genres (novel, short story, poetry, and drama) from the twentieth century to the present masterpieces of famous writers such as Lorca, Unamuno, Guillén, Alexandre, Matute, Cela, Goytisolo, Laforet, Martín Gaité, Sastre, Montero, and other authors will be discussed and examined. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 416. Golden Age Spanish Prose. A detailed study of representative prose from Spain's celebrated Siglo De Oro. In addition to reading examples of picaresque and pastoral novels, (Lazarillo de tormes; La Diana) prose works of Cervantes as well as leading Spanish mystics (e.g. Santa Teresa de Jesus, San Juan

de la Cruz) will be read. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 419. Contemporary Hispanic Literature & Film. Analysis and appreciation of selected contemporary Hispanic literary works, their film adaptations, and their social and cultural contexts. 303, equivalent, or permission of instructor. On occasion.

SPAN 425. Generation of 1898. A detailed study of the novelist, poets, playwright and philosophers who characterized the fitful intellectual generation post Spanish-American War. Representative authors include Unamuno, Azorín, Machado, Baroja and Valle-Inclán Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 435. Special Topics in Spanish: Literature and Culture. Directed readings and research in topics dealing with Hispanic cultures and literatures. May be taken more than once for a maximum of 6 credits. On occasion.

SPAN 450. Comprehensive Exam. Students who are graduating with a major in Spanish must register for this course in the semester of their official graduation. Students who are majoring in Modern Languages must register for this course if Spanish is their primary language. Registering in this course will enable students to take the required Comprehensive Exam. A grade of 75% will be necessary to pass the exam and the class. 0 credit.

Spanish Courses in Translation

SPAN 322. Spanish Literature in Translation. Offered in English, this course introduces the principal works of major novelists, poets and playwrights from 1700 to present day, including representative authors such as Unamuno, Machado, Garcia Lorca, Laforet, Matute and others. No previous knowledge of Spanish is required. Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits.

SPAN 324. Contemporary Latin American Literature in Translation. Offered in English, this course is designed to expose the reader to the major authors of the Latin American canon. Representative authors will include: Gabriel García Márquez, Pablo Neruda, Jorge Borges, Mario Vargas Llosa, Isabel Allende

among others. Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits.

SPAN 325. Hispanic Women Writers. Offered in English. Students will study literature written by women in the Hispanic world from the past to the new millennium. Selected works will be approached from historical, literary, social, and political perspectives for a critical modern understanding of women's roles, issues and their contributions to the humanities in the past and in contemporary Hispanic societies.

Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits. On occasion.

SPECIAL EDUCATION (SPED)

SPED 230. Introduction to Special Education.

Introduction to Special Education is a required course for all elementary and physical education majors working toward teacher certification. This course surveys the major areas of exceptionalities as defined under the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). 34CFR Part 300 (Federal) and Part 200 (State) laws and regulations, legal definitions, and historic litigation are discussed. Identifying characteristics, etiologies, and the prevalence of each exceptionality within IDEIA are explored along with the types of educational instruction, supports, adaptations and classroom management skills needed for students to achieve success. Pre-referral alternatives, referral systems, multi-disciplinary team composition and responsibilities, the Individual Education Plan and Individual Family Service Plan processes, placement procedures, various service delivery systems and family issues will also be examined. Cultural diversity and language issues are explored through a peer collaboration and co-teaching exercise and research paper during the course of the semester. Field Component 15 hours observation. 3 credits. Fall, Spring. 3 credits. Fall, Spring.

SPED 340. Classroom and Behavioral Management.

In this course students are introduced to principles of behavior and classroom management for heterogeneous classrooms. Emphasis will be placed

on instructional, whole group and individual intervention techniques. Communication functions of problem behavior, social skills instruction and legal and ethical issues are also addressed.

Prerequisite: Concurrent enrollment in Field Block I. 3 credits. Fall, Spring.

SPED 430. Assessment for Children with Exceptionalities.

The course content is designed to provide an overview of the continuum of assessment procedures for designing academic programs for students with mild/moderate disabilities. A variety of assessment strategies, including authentic assessment and curriculum-based assessment, along with criterion-referenced tests and norm-referenced tests are introduced. Alternative testing procedures and communicating assessment results to parents of a child with exceptionality are also considered.

Prerequisite: Enrollment in dual certification program. Co-requisite: EDUC 220 and SPED 440. 3 credits. Fall, Spring.

SPED 440. Curriculum Adaptation and Instruction for Students with Special Needs.

This course examines alternative organizational strategies for integrating students with disabilities into regular education settings. Students learn the roles of special education personnel in successful inclusion efforts and review procedures for promoting interactions of students with exceptionality and their regular education peers. Additionally, curriculum adaptations to promote learning for all students are addressed. 3 credits. Fall, Spring.

SPED 450. Advanced Teaching Methods for Students with Disabilities.

The course focus is on characteristics of and educational implications for individuals with severe and/or multiple disabilities. Students develop skills and strategies in positioning, behavioral supports, teaching self-care skills, functional academics, and transitional and vocational programs. Taken concurrently with Field Block 2. Prerequisite: SPED 440. Enrollment in dual certification program. Twenty-five (25) hours of field experience required. 3 credits. Fall, Spring.

SPED 451. Research-based Service Learning in Disabilities Studies.

For this community-based learning course, students will contract with the professor to participate in a socially significant learning experience with or on behalf of children,

youth, or adults with significant disabilities. The course is approached from a critical, disabilities studies perspective. Service learning experiences facilitating inclusion of individuals with disabilities in school and community life are especially valuable. 1 credit.

SPED 460. Communication and Collaboration Skills for Educators. This course centers on the development of competencies in communication and collaboration. Those skills necessary for fostering successful integration and full inclusion of students with disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. Concurrent with student teaching. 3 credits. Fall, Spring.

SPORTS STUDIES (SPST)

SPST 209. Motor Learning. This course is designed to provide a basic introduction to the field of motor learning. Primary consideration given to the acquisition of motor skills, factors that influence skill learning, and the effectiveness of various instructional strategies. This course shall be directed toward individuals preparing for a career in which motor skill instruction is an important part of the job, as is the case of physical education teachers, coaches, dance instructors, physical and occupational therapists, athletic trainers, and instructors in military and industrial training settings. 3 credits. Spring.

SPST 415. Psychosocial Aspects of Human Movement. The class will focus on a multitude of factors influencing sport, leisure, and motor behavior. Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological makeup of an individual will be explored. Junior/Senior status. 3 credits. Every Spring.

ST. BONAVENTURE COURSES (SBU)

SBU 101. Community of Learners. SBU 101 will introduce students to the characteristics and functions of community and community participation and provide frameworks to evaluate them. At the same time, SBU 101 will teach students about effective learning strategies to enhance their scholarly activities. By exploring facets of St.

Bonaventure's learning community, students will gain the understanding that learning is often a communal, not an isolated, process. This course is intended for first-year students in their first semester at the university. 2 credits. Fall.

SBU 102. An Introduction to Contemporary Diversity. Students begin to develop the language, intellectual framework, and empathy to understand many forms of diversity (especially people unlike themselves). By examining such issues in a contemporary context, students can engage in better-informed dialogue about current events and engage more actively as citizens of the modern world. 1 credit. Spring.

THEOLOGY (THEO)

FS/THEO 101. The Way of Francis and Clare. This course is intended to introduce students to the Franciscan roots that underlie the mission and values of St. Bonaventure University. After familiarizing themselves with the social and cultural context that shaped Francis and Clare of Assisi, students will examine their lives, values and spirituality, and then study how these achieved systematic theological expression in the thought of St. Bonaventure. Students will then connect and apply key Franciscan insights to contemporary concerns. 3 credits. Fall, Spring.

THEO 200. Comparative Religion. Among the many questions that confront the student of religion today, the most challenging is religious pluralism. There are several questions that must be dealt with here: Do we study other religions merely to satisfy our own curiosity, or is there a deeper dimension to this effort? Is it possible that our faith might be deepened by an awareness of the spirituality expressed in other religions, or does such an awareness shake our faith to its very foundations? This course takes a close look at these and similar questions and attempts to find meaningful answers and responses. The course also examines key aspects of various world religions in an effort to reach a deeper appreciation of the spirituality of humankind. 3 credits.

THEO 203. Islam: Religion and Culture. This course examines the world's second largest religion according to its three major dimensions, namely,

Islam (practices), Iman (faith), and Ihsan (integration and expression), as well as a historical dimension. Topics include the social and religious climate in pre-Islamic Arabia and the eastern Mediterranean, the life of the Prophet Muhammad, the history of the Islamic community, and the beliefs, practices and spirituality of Islam. The culture of Islam, as expressed by the arts, will also be examined. Contemporary social and political issues that face the international Muslim community are also considered. Prerequisite: CLAR 206. 3 credits. Fall.

THEO 205. Myth and Culture. Why do myths play such an important role in human culture? This course introduces students to a variety of methods for understanding the role of myths in religious communities and in modern secular culture. The bulk of the course is devoted to an examination of the major classical and contemporary theories of the meaning and interpretation of myths (anthropological, structuralist, psychoanalytical, etc.), with examples drawn from a variety of cultures both ancient and modern. 3 credits.

THEO 222. Religion and Politics. Should religion be kept out of politics, or does religion have a vital role to play in political life? This course explores the influence of religion in American politics from the Plymouth Fathers to the present, with special attention to the contemporary scene. Issues to be considered include the changing place of religion in American political history, the meaning and interpretation of the religion clause of the First Amendment, the tensions between majority and minority religious and political ideologies in America, the secularist impulse in American political life, and the rise of the "Religious Right." 3 credits.

THEO 228. Religion and Film. Religious films and films with religious themes have been around since the beginning of the cinema industry. This course will look at examples of film art that also fit into the category of religious film. Films are chosen for their value in addressing broad religious topics, not just because they carry a religious theme. Topics that might be covered include devils and angels, Jesus films, religious life, saints, and being Catholic. 3 credits.

THEO 230. Faith and Doubt. Modern secular culture has raised many questions for religious faith.

Traditional views of God have been challenged from a variety of directions, and the idea that one should submit one's life to a higher power runs counter to contemporary ideas about human freedom and psychological well-being. This course will examine recent critiques of belief in God and the nature of faith in order to clarify what might be required of an intelligent faith in God today. 3 credits.

THEO 245. Christian Ethics. What does it mean to think and live as a Christian in today's world? How does one decide? This course will explore some of the answers that Christian thinkers have given to such questions. The investigation will include an examination of selected moral and theological problems such as abortion, poverty, war and racism. 3 credits.

THEO 252. Christian Spirituality. Judaism, Christianity and Islam share a common spiritual heritage, but each religion has developed its own unique understanding of the way humans should approach and experience God. This course examines the mystical traditions and practices of Judaism, Christianity and Islam as expressed in their Scriptures and the writings of later spiritual leaders. 3 credits.

THEO 255. Prayer: A Contemplative Theological Inquiry. This course deals with the philosophical possibility and theologically claimed reality of a relationship (prayer) with the Mystery that is referred to with the word "God." After consideration of relevant fundamental theological reflections it will consider the nature of prayer, contemplative prayer, Franciscan prayer, and prayer in the light of evil and suffering. A visit to the Mt. Irenaeus Franciscan contemplative community is offered as a co-curricular activity of the course. 1 credit.

THEO 257. Spirituality and Aging. This course examines how spirituality, religiosity and faith are vital aspects to the lives of many elderly in America. Key questions are: how is "spirituality" differentiated from "faith" or "religiosity"? How is aging to be understood in respect to religious traditions? Is aging itself a spiritual/religious process? Can there be non-religious as well as religious forms of spirituality? How is gender related to aging and spirituality? Are there "natural" limits to human life from a religious/spiritual perspective, and if so what do they say to medical-technological drives to extend human

life indefinitely? How does the allocation of medical resources to the care of the elderly raise questions of social justice with the Catholic tradition and more widely? How do views of an afterlife affect care for and communication with the elderly? 3 credits. Spring.

THEO 261. Jesus Through the Centuries. Jesus of Nazareth is not only the theological center of the Christian faith but also the pivotal figure in the history of Western civilization. Debates over who he was and what he sought to accomplish have engaged the best minds of generations, and conflicts over these questions have divided nations and led to bloodshed. This course will explore the diverse and sometimes opposing views that Christians have held about Jesus over the centuries. Prerequisite: CLAR 206. 3 credits.

THEO 263. Sacraments. What is a sacrament? Why are sacraments so important in the spiritual life of the church? This course examines the theological basis of the sacramental system and presents a survey of the sacraments as celebrated in Christian churches. Included in the course is a study of symbols, rituals and the psychosocial dynamics of sacramental celebration. 3 credits.

THEO 265. Global Catholicism. This course explores the different forms that the Catholic church has taken as it has adapted to diverse cultures around the world and attempts to unpack the idea of "catholicity" for our contemporary time. It introduces the student to a variety of issues facing Catholic Christians that arise in the contemporary context of globalization. Contemporary sensitivity to the categories of culture, identity and location is responsible for a vital creativity evident in contributions by various current catholic thinkers and theologians. Prerequisite: CLAR 207. 3 credits.

THEO 299. Special Topics in Theology. An intensive study of a topic or issue not usually addressed in other courses offered by the department. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 304. Religion and Gender. Religion has played a key role in defining society's understanding of

women and the roles that women have been allowed to play across the centuries. This course examines how women have been viewed and treated in the major religious traditions. Special attention is given to Feminist critiques of traditional religion and the struggles of women to take control of their own religious destinies. Prerequisite: THEO 100 or 200. 3 Credits.

THEO 307. Christian-Muslim Relations: Past, Present & Future. This course examines the historical, social and theological dimensions of Christian-Muslim relations from the advent of Islam to the current day. The first part of the course addresses questions such as: How have Christians and Muslims viewed each other's faiths over the centuries? To what extent have their relations been characterized by harmony and cooperation, or by strife and discord? How have these relations changed and why? In the second part, we examine contemporary theological questions, perspectives, and debates arising from this historical interaction. We will also address inter-religious dialogue in the United States, and the future of Christian-Muslim relations. Prerequisite: THEO 203. 3 credits. Spring.

THEO 313. Indian & Asian Mythology. As in most societies, myths and legends play an important role in the social and religious life of India and Asia. Yet people in the West know very little about these stories and their influence. This course examines some of the key myths and legends of the religions of India and Asia, with special attention to the Hindu and Buddhist traditions. The aim of the course is to gain a better understanding of the religious lives and perspectives of Hindus and Buddhists through a study of their "mythical resources." The place of these stories in Indian and Asian cultures will also be examined. 3 Credits.

THEO 323. Religion and Science. Do science and religion offer competing or complementary understandings of the material world? This course explores the historic and contemporary relation between scientific and religious views of reality. Issues to be addressed include the origins of the universe ("Big Bang" cosmology), the nature of the physical universe (quantum mechanics, chaos theory), the origins of humanity (evolutionary theory), and the basis for moral conduct (sociobiology). 3 credits.

THEO 324. Religion and Race. Religion has played a key role in the development and support of racist beliefs, attitudes and institutions in the Western world. But religion has also been a powerful tool for combating racism. This course will examine both sides of this troubling aspect of Western religious history, with special attention to groups like the Ku Klux Klan and Black Muslims that explicitly link race and religion. Substantial attention will also be given to current scientific and sociological thinking on the subject of race. 3 credits.

THEO 325. Religion and Art. The arts have been an important channel of religious expression from the ancient cave dwellers to the present. This course examines the role played by the arts in the Christian tradition and the modern secular world. The first part of the course focuses on the varied uses of music, painting, sculpture, etc., in the life and liturgy of the church, including theological interpretations of the role of art in liturgy. The second part examines the spiritual power of contemporary secular forms of art. 3 credits.

THEO 326. Religion and Science Fiction. Science Fiction is one of the most popular entertainment genres today. Good SciFi movies or books project from the present to the future, thus not just revealing hidden utopian or dystopian expectations but also the cultural values of the time they were produced in. In addition, many SciFi works have a hidden eschatology. In this class, we will reveal those hidden religious metaphors and compare them with the theories and dogmas of Christian and Jewish theologies. We will explore such fundamental religious questions as what does it mean to be human, what is the ultimate nature of the universe, and theodicy. In addition to class we will meet once weekly to watch SciFi movies. 3 credits.

THEO 327. Religion and Terrorism. The September 11, 2001, attacks on the World Trade Center buildings in New York City and the ensuing “war on terror” have heightened public awareness of the often close link between religion and violence. This course will explore the complex and disturbing relationship between religion and violence in various religious traditions. Primary attention will be given to the actions of non-governmental entities, but the course will also look at ways in which governments have

used religious arguments to support acts of violence. The course will also examine ways in which religion might be used to reduce the amount and severity of religious and political violence in the contemporary world. 3 credits.

THEO 333. Contemporary Catholic Thought. The 20th century was arguably the most creative period in Catholic thought since the era of the great scholastic theologians of the Middle Ages. As it enters its third millennium, Catholic theology is marked by a many-faceted richness and vitality. This course investigates the central ideas and concerns of key twentieth century thinkers who have shaped the understanding of Catholic faith within contemporary cultures. Prerequisites: CLAR 206 and 207. 3 credits.

THEO 345. Catholic Social Thought. The course will introduce students to what has been called the greatest secret of the Catholic Church — its social teaching. Students will begin by exploring the historical and religious origins of the basic principles of Catholic Social Thought — the sacredness of human life, and the dignity of the human person. They will learn how that teaching has been articulated in Church documents, and has found expression in the Church and in secular movements. Ultimately, the course is not just another academic offering, but an integral part of the mission of the University. It is a key component of the University's response to the Church's call for a fuller integration of the Church's social tradition into the mainstream of Catholic education. The course will help demonstrate the University's commitment to human life, human dignity, and human rights. Prerequisites: CLAR 206 and 207. 3 credits.

THEO 348. Health Care Ethics: Faith and the Human Life Cycle. This course introduces students to and acquaints them with the ways in which religious convictions and practices shape understandings of health and wholeness and, concomitantly, how health care should be administered to all in a just, right and equitable manner as people created in God's image. Questions of social justice and allocation of limited resources, especially to vulnerable populations like the elderly and the poor are considered. Specific ethical issues are treated within the purview of a spiritual/religious vision of human beings. 3 credits. Every other Fall.

THEO 349. Issues in Christian Ethics. This course will examine how Christian ethical principles can be used to analyze a particular ethical problem. The content of the course will be announced in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 357. Merton's Heart: The Journey and Thought of Thomas Merton. Thomas Merton, a one-time faculty member at St. Bonaventure, was one of the most influential spiritual writers of this century. This course takes students on a journey through the life and writings of Thomas Merton. The course includes an analysis of Merton's theological reflections on contemplative religious experience and his prophetic approach to social problems that arose out of his contemplative awareness. 3 credits.

THEO 359. Special Studies in Spiritual Traditions. An intensive study of a particular issue or thinker in historic or contemporary spirituality. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 362. Francis and the Franciscan Tradition. The spiritual movement initiated by Francis of Assisi has played a key role in the spiritual and intellectual life of the Catholic church from the Middle Ages to the present. This course will examine the life of St. Francis and his impact on the church and the world. The course will also look at some of the great Franciscan scholars like St. Bonaventure in order to explore the influence and applications of Franciscanism to the modern world. 3 credits.

THEO 366. Franciscan Theology for Today. Is Franciscan Theology still relevant today? The course will examine such Franciscan theologians as Alexander of Hales, Bonaventure, Duns Scotus and Peter John Olivi in comparison with modern and contemporary theology and philosophy to answer the following questions from a Franciscan perspective: Is theology a true science? What is God and how is God related to the world? How does the Trinity make any sense? What's so special about the person of Christ? What is more important to us: the will or the intellect? What does the Holy Spirit have to do with history? What does theology have to do with socio-

economics? The course will be based around discussions of most interesting topics and will feature several guest speakers. 3 credits.

THEO 368. Body, Sex and Sacrament. The Christian tradition has always been uncomfortable discussing issues pertaining to the body and sexuality. Why should this be? This course examines the reasons for this discomfort and offers a more positive assessment of "embodiment" as a vital aspect of Christian theology and spirituality. The course will include a constructive interpretation of Catholic teachings about ritual and sacraments, the incarnation of Jesus and human sexuality. 3 credits.

THEO 374. Women and the Bible. The Bible was written by, for, and about men. As a result, it reflects the ideas, judgments, and worldviews of men. This course examines how this male-centered perspective affects the way women are portrayed (or more often ignored) throughout the biblical record. The contributions of women to the social and religious life of ancient Israel and the early Christian church are regularly downplayed in these writings, and negative images and stereotypes of women abound. The few women who are honored for their accomplishments are notable exceptions to the rule. 3 credits.

THEO 382. Foundations of Religious Education. Educational theories have sparked a variety of approaches that have been applied to the ministry of religious education. This course explores some of the key theoretical models of religious education and evaluates the strengths and weaknesses of each approach. This course, while exploring some of the key theoretical models of religious education, will focus substantially on pastoral experience, and how the model of religious education in pastoral situations is more a collection of approaches than merely one type of approach. 3 credits.

THEO 385. Special Studies in Religious Education. An intensive study of a topic or issue pertaining to religious education. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed.

THEO 399. Special Studies in Theology. An intensive study of a topic or issue not usually addressed in

other courses offered by the department. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 430. Theological Methods. Contemporary theologians use a variety of methods as they seek to conceptualize and communicate the Christian faith in an increasingly pluralistic world. This course will survey a variety of contemporary approaches to theological reasoning through an examination of key themes and issues. Prerequisite: CLAR 206 and 207; junior or senior standing. 3 credits.

THEO 440. Contemporary Moral Theology. Debates over moral and ethical issues have become increasingly complex with the rise of modern science, the gradual secularization and diversification of Western culture, and the "turn to the subject" in modern thought. Christian ethicists have had to develop new ways of thinking about moral issues and moral agency in light of these challenges. This course looks at some of the conceptual problems associated with the practice of moral theology in the contemporary world and investigates some of the ways in which Christian moral theologians have sought to address these challenges. Prerequisite: CLAR 206 and 207; junior or senior standing. 3 Credits.

THEO 460. History of Christianity. For much of the last 2,000 years, the history of Western civilization has been framed around the history of the Christian church. This course surveys the history of Christianity from the Apostolic Fathers to the modern era. Attention will be given to the social, institutional and intellectual aspects of the Christian faith. Prerequisite: CLAR 206 and 207; junior or senior standing. 3 credits.

THEO 470. Contemporary Biblical Interpretation. Theologians and biblical scholars have subjected the Bible to rigorous critical investigation since the rise of the historical-critical method in the 18th century. This course examines the tools and methods used by contemporary scholars in their studies of the Bible, with an emphasis on more recent developments. Students will learn to use the tools and methods of modern scholarship through the study of selected texts from the Hebrew Bible and Christian Scriptures.

Prerequisite: CLAR 206 and 207; junior or senior standing. 3 credits.

THEO 490/491. Readings in Theology—Independent Study. Under the guidance of a professor, the student will pursue an advanced research project that involves significant reading and writing. 1-6 credits.

THEO 495. Internship. Students may earn academic credit while working in a religious organization under the supervision of both an on-site director and a faculty member who will assign and evaluate reading and writing assignments appropriate to the experience. Students are responsible for arranging their own internships in advance of the semester for which academic credit is sought. All internships must be approved by the department. Open to juniors and seniors. 1-3 credits.

THEO 498. Seminar in Theology. An integrative capstone course for theology majors and minors. The course will explore a particular topic, theme, issue or author from a variety of theological perspectives. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course is required of all senior theology majors. Prerequisite: senior theology majors or minors or permission of the instructor. 3 credits.

THEATER (THTR)

THTR 101. Introduction to the Theater. This survey course traces the development of theater production and performance through scripts and audiovisual documentation. The perspective is global and includes theater from Asia, Africa, and Latin America as well as Europe and the U.S. Various styles of acting and directing are discussed, as is the development of various methods of staging and stage technology. The "who, how, what, when and why" of theater. 3 credits. Every semester.

THTR 130. Stagecraft and Theater Technology. This course is a lab in basic theater technology — set building, painting and finishing; lighting, sound, effects, prop making and maintenance, and costume. Emphasis is on participation and completion of lab assignments developing and implementing sets, props, and lighting for SBU Theater productions. 3 credits. Odd springs.

THTR 201. Acting in Character. This is a lab course in creating characters for stage and other media in the body, mind and voice using exercises, monologues and some limited scene work from a variety of plays and other media. Emphasis is on increasing the individual student actor's awareness and reactions to the emotional elements of character in monologues and two-person scenes. Memorization and rehearsal outside class are required. 3 credits. Even Falls.

THTR 211. History of American Theater. A survey of American theater performance and playwriting from early colonial works to the present, emphasizing the developments in the 20th and 21st centuries, including video and film versions of theater texts, and, when possible, trips to see area productions. 3 credits. Odd Springs

THTR 212. History of European Theater. This course is designed to survey the texts and theatrical production methods and "isms" of European theater from the Renaissance to the present, with emphasis on post 19th-century production developments and texts. We'll read play texts, watch several videos and filmed versions of plays, and, when possible, take trips to see area productions and discuss the history and nature of various genres of European theater, and its influences on society in a theatrical context. 3 credits. Odd Falls.

THTR 230. Theatrical Design. This course is designed to teach the elements and history of set, lighting, costume and sound design and to afford students the opportunity to develop and design in a simulated or actual production setting. The student will learn to collaborate with the director in designing effective and creative elements that support the production concept, the actors and the text. 3 credits. Even Falls.

THTR 299. Production Practicum in Theater. Credit for student work in faculty-directed SBU Theater season productions in tech and on-stage performance. Student must successfully audition or interview for SBU Theater production at the beginning of the semester and complete all required rehearsal/run assignments and shop hours. May be repeated for credit. 1 credit. Every semester.

THTR 301. Acting in Ensemble. This is a lab course in creating characters for stage and other media using ensemble exercises and scene work for multiple

actors from a variety of plays and other media. Emphasis is on increasing the student actor's awareness and reactions to the emotional give and take and changing relationships within scenes involving more than two actors. Memorization and rehearsal outside class are required. 3 credits. Odd Falls.

THTR 333. Acting for the Camera. This is a lab course in developing the specific skills needed to create character for the camera. Emphasis is on in-class scene and monologue work, and exercises designed to work specifically for the camera. Memorization and rehearsal outside class are required. 3 credits. Even Springs.

THTR 334. Acting Style and Movement. A lab course designed to help the student actor develop the techniques used in creating character for various genres of theater--farce, Restoration and 18th century, high comedy, Shakespeare, et. al. Emphasis on period movement, use of props, gesture, and integration of character with text. Memorization and rehearsal outside class are required. 3 credits. Even Falls.

THTR 335. Voice and Diction for Actors. A foundation lab course in developing safe and effective techniques for voice production in character. Emphasis on healthy projection, clean articulation, control of regional dialects, and finding the emotional voice in the text through sonic exploration. Memorization and rehearsal outside class are required, as is the practice of vocal exercises. 3 credits. Odd Falls.

THTR 379. Special Topics in Theater. This course is designed to provide the theater major or minor the opportunity to explore aspects of theatrical production and scholarship of special interest to the student. Typical offerings have included makeup and hair, scene painting, professional practices, etc. 3 credits. Spring.

THTR 401. Directing. A course in the basics of directing for the stage including dramaturgical research and text preparation, character analysis, developing a ground plan, dealing with set and light design, blocking, auditioning, and rehearsing. In-class scene work allows students to direct each other and develop skills collectively. Outside rehearsal may be

required. Memorization and rehearsal outside class are required. 3 credits. Odd Springs.

THTR 412. Shakespeare in Performance. This course is designed to explore the techniques and historical approaches to performing and producing Shakespeare's plays on stage and in the cinema. The goal is to help the student understand the practical and aesthetic differences between reading a Shakespeare play and doing one. Acting and design elements are discussed and demonstrated through in class viewings of filmed and live performances, and possible field trips to view Shakespeare productions. 3 credits. Can be taken as Honors course. On occasion.

THTR 499. Senior Capstone in Theater. This course is designed to provide the senior theater major the opportunity to demonstrate proficiency in aspects of theatrical production and scholarship through research, rehearsal, written documentation, and performance/presentation. The course culminates in a public production presentation with evaluation by the theater faculty. The course encompasses the full breadth of undergraduate education in theater and consists of scheduled meetings with professors, extensive research and rehearsal times, extensive written support documentation of research, conceptualization and process, and the final presentation/performance itself. Student should consider this course the most rigorous in the undergraduate theater curriculum and work accordingly. Majors only. Final Fall or Spring. 3 credits.

VISUAL ARTS (VA)

VA 101. Art and Its Appreciation. This introductory course is designed to give the student a working understanding of the meaning of art and its influence and application in our lives. Thorough attention will be given to the problems of artistic expression, content and form in two- and three-dimensional works of art. By examining the role of the artist we study arts implications, influences, visual language and interpretation by contemporary society. Periodically, original works of art from the St. Bonaventure University art collection will be used to develop the student's critical awareness of individual discernment when engaged with the visual arts and images. 3 credits. Spring.

VA 111. Drawing I. This course is designed as an introduction to the creative process and its function for expression through the visual arts. All drawing media will be treated as a means of developing powers of observation, technical skills and understanding of the formal aspects of line, space, form, perspective, value, design and composition. Image surveys and group critiques will be included to further the student's understanding of the visual language of art. (formerly FA-465) There is an additional course fee, commensurate with the materials provided for student production. 3 credits. Fall.

VA 121. Painting I: Introduction. This course offers an introductory experience, both theoretical and pragmatic, into the nature and varied purposes of painting. Mediums explored will include acrylic on canvas and watercolor and mixed-media on paper. The emphasis will be on discovering the properties and expressive components of composition, value, color and content. The formal elements of art as visual language will be approached through objective and non-objective means. Preparatory and conceptual studies in drawing media will be included. There is an additional course fee, commensurate with the materials provided for student production. Fall. 3 credits

VA 131. Sculpture I. This studio-oriented course will introduce students to the theories and processes of sculpture. The course will emphasize three-dimensional design theory, terminology, principles, and techniques. Class participants, therefore, will learn to recognize the sources of design, apply the elements and principles of design, research the potential of various design media, critique designs using design terminology, and analyze design choices in problem solving. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. Fall.

VA 151. Printmaking I. This course will introduce students to the printmaking techniques of monotype, linoleum block, wood block, collagraph and silk-screen. Students will also learn how to prepare their prints for presentation. There is an additional course fee, commensurate with the materials provided for student production. No Prerequisite. 3 credits. On occasion.

VA 161. Two-Dimensional Design Studio.

Design means to plan, to organize. The design student plans the arrangement of elements to form a visual pattern. Through a series of visual problems developed by the student and instructor, the student will be required to depict creative visual specific solutions using the design process. The student's creativity will be enhanced through his/her originality, imagination and ability to resolve visual problems with unusual solutions. 3 credits. Fall. No Prerequisite.

VA 162. Three-Dimensional Design Studio. This is an introductory course concerning the conception and production of three-dimensional art. Students will be given design problems to solve with readily available materials and basic techniques. Students will explore the aesthetic and practical considerations of working in the round. 3 credits. Spring.

VA 171. The Imaging Journal: Creative Renewal and the Inward Journey. The healing qualities of both journal writing and image making are joined together in creating an Imaging Journal. The intimacy of the sketchbook format allows images to surface from memory and imagination. Guided explorations in monotype, watercolor, and collage offer an enriched form of language. Experiments in design, color, composition, sequential imaging, visually expressive text, and artists' methods and materials are included. This course may be especially useful for students contemplating vocations such as fine arts, graphic design, education, theology, expressive therapies and the healing professions. No prior art skills are required. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. On occasion.

VA 181. Black and White Photographic Images. This introductory course engages and investigates the aesthetic qualities of the black and white photographic image including design, composition, positive/negative space, tonal elements, line, and texture. The course addresses issues of content and subject matter through a survey of several master photographers that will involve student research. Students will also explore aesthetic principles by shooting several rolls of black and white film documenting the particularity of their own lives at St. Bonaventure University and aspects of the

neighboring communities. No prior experience is expected. No Prerequisite. 3 credits. On occasion.

VA 211. Drawing II. This course is designed as a continuation of Drawing I. Students will further develop their technical skills and understanding of the drawing medium. Color will be introduced to the student with emphasis on life and figure drawing. Image surveys and group critiques are an integral part of this course. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: Drawing I. 3 credits. Spring.

VA 221. Painting II: Intermediate. This course offers theoretical and pragmatic explorations in painting on an intermediate level allowing students to choose acrylic paints or to engage in a special focus on the use of oil paint. Advanced representational and expressive investigations into selected content such as still life, portrait, figure, landscape, and abstraction will be engaged. A variety of mediums, techniques and methods will be covered including blending, glazing, and dry brush. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: VA121. 3 credits. Spring.

VA 231. Sculpture II. Building on the principles established in VA131, this course will concentrate on the sculptural method of assemblage, using many different materials. The class will exam the art of professional sculptors working in this method. Students will make presentations on the work of these sculptors as well as creating sculptures inspired by them. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: VA131 or permission of the instructor. 3 credits. Spring.

VA 321. Watercolor and Aqua Media. This course offers basic introductory explorations of water-based media. Studies in black and sepia inks introduce concepts of value and composition. A variety of approaches and subjects will be explored in full color with watercolors and acrylic inks including still life, landscape, figure, and creative abstraction. Students will assemble a large album of their highest quality pieces. Command of basic techniques and the development of a personal creative vision will be emphasized. Prerequisite: Any VA100-level studio

course or portfolio review. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. On occasion

VA 341. Modern Art and Theory. Modern Art can be confounding precisely because it challenges traditional artistic practices and aesthetic categories. Nevertheless, the immense surge of creative energy unleashed by the innovative techniques and radical aims of the avant-garde are still not exhausted. In this course we examine the development of modern art from its emergence in the 19th century to its dominance in the 20th century. Emphasis will be placed on key artists and movements from the first half of the 20th century responsible for the most distinctive features and claims of the avant-garde. We will also attend to the theoretical implications of these claims for understanding the meaning(s) of artistic modernism. 3 credits.

VA 351. The Figure in Art. This course focuses on the figure as a source of inspiration and investigation into the human form. Students will work weekly directly from a live model supplemented through image surveys and visits to the St. Bonaventure University Art Collection, which is housed in the university's The Regina A. Quick Center for the Arts. Students will undertake a progressive and integrated study in both wet and dry media that will embrace work with gesture, contour, mass, value, proportion and composition. Paraphrase sketchbook studies after master artists will assist the student in an awareness of major figurative works throughout the history of art. No Prerequisite, but portfolio review by instructor is advised. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. Spring.

VA 352. Images of St. Francis of Assisi. Franciscan iconography is examined within the context of artistic developments over time, and Franciscan documents that address the curious phenomenon surrounding the representational images of Francis of Assisi. Comparisons of diverse images of Francis will be the focus of our inquiry that reveals a visual history often based in Franciscan literature, yet uniquely aligned with the discipline of secular painting of the time. Post-Reformation images of Francis of Assisi are examined chronologically for content and context as they relate to the continued growth of the Franciscan

Order. Iconographical elements of images of Francis that reflect the Franciscan lifestyle are compared and contrasted with images of the secular world of the same time periods, as secular iconography aggressively exerts its influence and tradition upon Franciscan themes and patronage. 3 credits.

VA 361. Independent Study. Research in selected topics in art. Designed to allow the student to probe areas of specific interest which lie beyond the coverage normally found in regular course offerings. Faculty approval required. 3 credits.

VA 399. Special Topics in Art. This course offers students the opportunity for advanced study in either a discipline currently offered at SBU (e.g., drawing, painting, sculpture, art history, etc.) or in an area not currently covered by existing art courses (e.g., mixed media, performance art, video, etc.) in preparation for graduate studies or the workplace. In the former instance, this course may be taken only after the student has met the core requirements of a particular discipline. Prerequisite examples: VA111 and 211, or VA121 and 221, or VA131 and 231, or VA201 and 202 and 301, etc. 3 credits. On occasion.

VA 411. Senior Seminar/Exhibition. This course will guide students through the steps in preparation of their senior exhibit. The students will also create documentation of their artwork; portfolios, artist statements, papers and résumés. Art contracts and the business of art are also studied. Prerequisite: faculty approval. 3 credits. Fall.

PROFESSIONAL AND CREATIVE WRITING

WRIT 101. Into to Writing Studies. This course serves as an introduction to the basic terms and skills necessary to completing the Professional and Creative Writing Major and thus familiarizes students with basic principles of effective writing in several genres. Students will acquire skills in producing and analyzing professional, literary, and rhetorical texts, in developing an effective writing process, and in giving feedback and editing advice to other writers. 3 credit hours.

WRIT 400. Senior Workshop. This course will enable students to produce, over the course of a semester, a professional-quality writing project and bring together all the skills developed over the course of

the writing major. The nature of this project will depend on the student's particular interest. In terms of audience and genre, it may be an imaginative or creative project; it may be a project developed for a particular profession, discipline, or organization; or it may be an informative or non-fiction piece intended for a wide audience. In terms of media, the project may be primarily print or digital, but it must have each as a component of a final portfolio, and the final presentation must also involve a public, multi-media presentation. 3 credits.

WRIT 499. The Writers Project. The Writers Project gives students an experiential learning component to their education that allows them to see what it's like to work professionally in a writing-related context. Students serve as the editorial staff for an online literary magazine that will service not only St. Bonaventure, but also the wider community, with a special focus on servicing Western New York. Students will review submissions, copyedit/proof selections, work with writers to develop pieces, solicit pieces from established writers, and provide content of their own. Beyond editorial work, students will be involved with marketing/promoting the literary magazine, and they will be involved with the basic management of its technical components. 3credits.

WOMEN'S STUDIES (WS)

WS 101. Introduction to Women's Studies. A multidisciplinary overview of the language and concepts of the field of Women's Studies. The roles played by society in the construction of images of women will be examined. Feminist challenges to patriarchal structures of exclusion will be analyzed. 3 credits.

WS 106/CULT 106. The Women of Greece. A survey of the status, role, and figure of women in Greek History.

WS 208/HIST 208. History of American Women. This course will examine the history of women in North America from the earliest European settlements to the present. Women's struggles and contributions will be studied culturally, socially, economically and politically as we examine their work in the domestic sphere, factories, fields and their demonstrations for rights in the streets.

WS 299. Special Topics in Women's Studies. An intensive study of a particular area or topic in Women's Studies. The content of the course will be announced prior to the semester in which it is offered. 3 credits. On occasion.

WS 310/PHIL 310. Special Studies: Feminist Philosophy. In recent decades feminist thought has become vital, even crucial, in the effort to raise questions and challenge prejudices regarding our understanding of sex/gender matters and their multiple ramifications in every area of inquiry. The course surveys the theory and practice of contemporary feminism and the critical perspectives that it brings to bear on moral, social and cultural issues.

WS 313/PHED 313. Women in Sports. This course covers the past, present and future of women and sport, addressing subjects such as women's sports in ancient Crete, industrial league sport for women, biomedical considerations, and psychosocial dimensions of women's sport including sociocultural, political, and economic factors that have led to changes in women in sport. 3 credits. Spring

WS 316/PSYC 316. Human Sexuality. This course will offer a broad view of human sexuality from multidisciplinary perspectives: the psychological, biological, sociological and historical. Topics will include research methods in the area of sexuality, human sexual anatomy, response, motivations, variations, reproduction, and basic sexological vocabulary, gender differences, developmental issues, and current and emerging theories and controversies regarding gender identity, sexual orientation, and the treatment approaches for sexual dysfunctions and other sexual problems. Prerequisite: PSYC 101. Set 1 elective. 3 credits.

WS 323/ARTH 323. Women Artists, Then and Now. This course examines the lives, careers, and achievements of women artists and the related cultural environment from the Middle Ages to contemporary times in Europe and America, the feminist movement beginning in the 1970's and specifically feminist issues in art that are becoming widespread in the artistic culture. We will consider women's creative powers as consumers, producers, critics, supporters, objects, and subjects of "art" as expressed in selected examples of studio arts.

Specifically, we will be concerned with how women have used art and culture to change their own status and conditions and to remake their worlds.

WS 325/SPAN 325. Hispanic Women Writers.

Students will study literature written by women in the Hispanic world from the past to the new millennium. Selected works will be approached from historical, literary, social, and political perspectives for a critical modern understanding of women's roles, issues, and their contributions to the humanities in the past and in contemporary Hispanic societies.

WS 330. Women in the Ancient & Modern Middle East.

A survey of the social position of women in selected areas of the Ancient and Modern Middle East from prehistory to the present day through various sources and disciplines including: history, biography, art, archaeology, law, literature, politics and religion.

WS 339/PHIL 339. Philosophy of Love and Sex.

A critical examination of various problems in the areas of sexual language, monogamous marriage and its alternatives, pre-marital and extramarital sex, the logic of deviation, feminism, pornography, abortion and the concept of love. 3 credits. Every two years.

WS 366/HIST 366. Women in East Asia.

Women in East Asia explores how Chinese and Japanese women created, accepted, defended, revised, or resisted their roles in traditional society and how those roles changed after the coming of the West. It will use a comparative approach to understand the similarities and differences in these two traditions as well as how women's roles varied across class and ethnic boundaries. This course uses an interdisciplinary approach, emphasizes discussion and includes a variety of sources including historical studies, oral histories, fiction and film. 3 credits.

WS 374/THEO 374. Women and the Bible.

The Bible was written by, for, and about men. As a result, it reflects the ideas, judgments, and worldviews of men. This course examines how this male-centered perspective affects the way women are portrayed (or more often ignored) throughout the biblical record. The contributions of women to the social and religious life of ancient Israel and the early Christian church are regularly downplayed in these writings, and negative images and stereotypes of

women abound. The few women who are honored for their accomplishments are notable exceptions to the rule. 3 credits.

WS 375/POLS 375. Women and Politics. Women in most societies have been traditionally considered apolitical. This course seeks to break this commonly held image of women in a number of ways. A primary goal of the course is to develop a broad and sophisticated understanding of politics that can reveal the multifaceted ways in which women are politically involved. A second goal of the course is to recognize the diversity of political women. An understanding of the diversity of women in politics will be enhanced by consideration of women in a variety of political settings. The course seeks to develop an understanding of how different political and economic regime types — revolutionary, military, democratic, neo-liberal, etc. — have a distinct impact on women and men.

WS 377/ENG 377. Women in Literature. This course will involve an in-depth critical investigation of literature written by or about women. Concentration on works from the 18th, 19th and 20th centuries. Focus on fiction.

WS 482/JMC 482. Women, Minorities and the Media. The course has two main themes: the history of women and minority journalists working in the U.S. media from the colonial era to the present day and the portrayals by the media of these collective groups often left outside the mainstream. Films, guest speakers and primary source materials supplement the overview textbooks.

WS 490. Independent Study. Directed independent study in selected topics of Women's Studies. Student will engage in an advanced project, selected readings or research. Such course can replace any required or elective course in Women's Studies. May be taken more than once for a maximum of 6 credits.

WS 499. Colloquium in Women's Studies. An advanced seminar designed for students pursuing a major or minor in Women's Studies. The course will explore contemporary issues in Women's Studies through discussions of readings and student research, including a capstone paper. The topic of the seminar, which may vary from year to year, will be announced ahead of time in the university course schedule.

Prerequisites: WS 101 and 6 credits of Women's Studies course work. 3 credits.

FRESHMAN COURSES

FRES 100. Academic Success Skills

This is a non-credit class that meets once a week. The class will focus specifically on developing and practicing skills proven to be key to college academic success. FRES 100 will focus on study skills and habits recommended for success in college academics. The course will also include a focus on time management

and communication. This non-credit course is graded Pass/Fail. 0 credit (Fall)

FRES 101. Encouraging Academic Success

This is a non-credit course that meets twice weekly for one semester. This course is designed for students who need academic support to help them explore ways to manage time and lifestyle; set academic goals and priorities; improve study skills; and utilize University support systems. This non-credit course is graded Pass/Fail. 0 credit. Fall, Spring

UNIVERSITY FACULTY

AS OF SUMMER 2017

- Dr. Dennis DePerro, Ed.D. (2017)** President
B.S., Canisius College; M.S., Ibid; Ed.D., University of Pennsylvania
- Robert P. Amico (1985)** Professor, Philosophy
B.A., University of Massachusetts; M.A., University of Rochester; Ph.D., Ibid
- Steven K. Andrianoff (1979)** Associate Professor, Computer Science
B.A., Westminster College; M.S., Syracuse University; Ph.D., Ibid
- Paul G. Barretta (2013)** Assistant Professor, Marketing
B.B.A., Baruch College; M.B.A., Ibid; Ph.D., University of Texas-Pan American
- Althea N. Bauernschmidt (2013)** Assistant Professor, Psychology
B.A., Indiana University; B.S., Indiana University; M.S., Purdue University; Ph.D., Ibid
- Joel H. Benington (1996)** Professor, Biology
B.A., St. John's College; Ph.D., Stanford University
- David D. Blake, O.F.M. (2003)** Assistant Professor, Sociology
B.A., Siena College; M.Div., Washington Theological Union; M.A., SUNY at Buffalo; Ph.D., Ibid
- Giles Boothway (2002)** Lecturer, Finance
M.A., Brown University; M.A., St. Andrews University, Scotland
- Paul J. Brawdy (1998)** Associate Professor, Physical Education
B.S., Indiana University of Pennsylvania; M.S., Ibid; Ed.D., University of Northern Colorado
- Donna M. Brestensky (1996)** Assistant Professor, Chemistry
B.S. Allegheny College; Ph.D., Indiana University
- Adam Brown (2000)** Associate Professor, Education
B.A., SUNY Fredonia; M.S., C.A.S.; Ph.D., SUNY Albany
- Lisa Buenaventura (2017)** Dean, School of Education
B.S., University of Washington; M.Ed., Ibid; Ed.D., Seattle University
- Anna Bulszewicz (2017)** Lecturer, Communication
B.A., St. Bonaventure University
- Oleg V. Bychkov (1999)** Professor, Theology
M.A., University of Toronto, Centre for Medieval Studies; Ph.D., Ibid; M.S.L., Pontifical Institute of Mediaeval Studies
- Fr. Michael D. Calabria, OFM (2013)** Assistant Professor, Arab and Islamic Studies
B.A., Johns Hopkins; M.A., Brown University; M.L.S., Columbia University; M.A., M.Div., Washington Theological Union; Ph.D., University of Exeter.
- Sr. Margaret Carney, O.S.F., S.T.D. (1997)** President Emeritus
B.S. Ed., Duquesne University; M.A. Ibid; M.A., St. Bonaventure University; S.T.D., Pontificium Athenaeum Antonianum, Rome
- Carl J. Case (1999)** Professor, Management
B.B.A., St. Bonaventure University; M.B.A., Ibid; Ph.D., University of North Texas
- Nancy C. Casey (1998)** Associate Professor, Education
B.A., College of St. Elizabeth; M.Ed., Rutgers University; M.A., Teachers College, Columbia University; Ed.D., Ibid
- Elizabeth E. Cashing (2005)** Lecturer, Education
B.A., State University College at Oswego; M.A., Pennsylvania State University
- Alva V. Cellini (1979)** Professor, Modern Languages
B.A., M.S., St. Bonaventure University; M.A., Graduate Certificate in Latin American Studies and Graduate Certificate in Translation, SUNY at Binghamton; Ph.D., Ibid
- Charles Joseph Coate (2000)** Professor, Accounting
B.S., Clemson University; M.B.A., Loyola College of Baltimore; Ph.D., University of Maryland
- Tae Cooke (2012)** Lecturer, Physics
B.S., Rochester Institute of Technology; M.S., SUNY-Buffalo State
- Fr. David B. Couturier, OFM Cap., Ph.D., D.Min (2014)** Dean of the School of Franciscan Studies, Associate Professor, Executive Director, Franciscan Institute
B.A., St. Anselm's College; MDiv., Maryknoll School of Theology; Lic. Psych., Gregorian University; D.Min., Graduate Theological Foundation, Ph.D., Graduate of Theological Foundation, Ph.D., Ibid.
- Maureen P. Cox (1996)** Associate Professor, Mathematics
B.S., Rensselaer Polytechnic Institute; M.S.T., Boston College; Ph.D., SUNY at Albany
- Christopher Dalton (2012)** Lecturer, History
B.A., University of Florida; M.A., University of Arizona
- Kimberly DeSimone (2005)** Lecturer, Communication
B.A., Niagara University; M.B.A., St. Bonaventure University; M.S., Walden University

- Robert M. Donius (2011)** Lecturer, Franciscan Studies
B.A. Wadhams Hall Seminary-College, M.A, Christ the King Seminary
- Chisato O. Dubreuil (2008)** Associate Professor, Art History
B.A., The Evergreen State College; M.A., University of Washington; Ph.D., University of Victoria
- William Elenchin (2006)** Associate Professor, Sociology
B.S., Pennsylvania State University; M.A., Indiana University of Pa.; Ph.D., Capella University
- Daniel Ellis (2009)** Associate Professor, English
B.A., University of New Orleans; M.F.A., Ibid; Ph.D., Temple University
- Ashley Evanoski-Cole (2017)** Assistant Professor, Chemistry
B.S., Susquehanna University; M.S., Colorado State University; Ph.D., Ibid
- Carol M. Fischer (1985)** Professor, Accounting
B.B.A., St. Bonaventure University; M.B.A., SUNY at Buffalo; Ph.D., Pennsylvania State University; C.P.A., New York State
- Michael J. Fischer, (1985)** Professor, Accounting
B.S., SUNY at Buffalo; M.B.A., Ibid; Ph.D., Penn State University; C.P.A., New York State
- Anne-Claire Fisher (2007)** Associate Professor, Education
B.A., Université des Sciences Humaines, Strasbourg, France; M.A., University of Arizona, Tucson; M.A., Ibid; Ed.D., Ibid
- James Fodor (2000)** Professor, Theology
B.A., North American Baptist College; M.A. Christian Studies, Regent College; Ph.D., University of Cambridge
- Anne Foerst (2001)** Associate Professor, Computer Science
B.A. equiv., University of Bonn, Germany; DTheo., University of Bochum, Germany
- Michael J. Gallagher (2015)** Assistant Professor, Finance
B.S., M.S., Fairfield University; M.A., Fordham University; Ph.D., Ibid
- Barry L. Gan (1984)** Professor, Philosophy
B.A., University of Rochester; M.A., Ibid; Ph.D., Ibid
- Kellie Gast (2017)** Visiting Assistant Professor, Chemistry
B.A., Elmira College; M.S., University of Buffalo; Ph.D., Ibid.
- Theodore J. Georgjan, Jr. (1984)** Professor, Biology
B.A., Princeton University; Ph.D., University of Georgia
- Jean François Godet-Calogeras (2003)** Professor, Franciscan Studies
B.A., Faculté St. Louis; M.A., Université Catholique de Louvain; Ph.D., Ibid
- Benjamin E. Gross (2012)** Assistant Professor, Sociology
B.B.A., Eastern Michigan University; M.A., Michigan State University; Ph.D., Ibid
- Douglas J. Guarnieri (2014)** Assistant Professor, Biology
B.S., B.A., University of Notre Dame; Ph.D., Stanford University
- Fr. Kyle Haden, OFM (2012)** Assistant Professor, Franciscan Studies
B.A., University of Missouri, M.A., University of Missouri, M.Div., Catholic Theological Union, Ph.D., Fordham University
- Heather Harris (2015)** Assistant Professor, Communication
B.S. Syracuse University, M.B.A, University of Rochester
- Kaplan Harris (2008)** Associate Professor, English
B.A., North Carolina State University; Ph.D., Notre Dame University
- Rene E. Hauser (2004)** Associate Professor, Education
B.S., SUNY College at Buffalo; M.S.Ed., Ibid; Ph.D., SUNY at Buffalo
- Ann Hayslip (2013)** Assistant Professor, Education
B.A., Hampshire College; M.Ed., Stetson University; Ph.D., University of Florida, Gainesville
- Chris B. Hill (2003)** Assistant Professor, Mathematics
B.S., Colorado State University; M.S., Ibid; Ph.D., University of Illinois at Urbana-Champaign
- David G. Hilmey (2008)** Dean, School of Arts and Sciences, Associate Professor, Chemistry
B.S. and B.A., State University of New York at Buffalo; Ph.D., The Ohio State University
- Pauline W. Hoffmann (2005)** Dean, Associate Professor, Communication
B.S., St. Bonaventure University; M.A., State University of New York at Buffalo; Ph.D., Ibid
- Lawrence R. Hudack (2016)** Visiting Professor, Accounting
B.B.A., St. Bonaventure University; MBA, Ibid; C.P.A., New York State; S.M.A., Institute of Management Accounting,
Ph.D. North Texas University
- Dalton R. Hunkins (1980)** Professor, Computer Science
B.S., Ursinus College; M.A., Trenton State College; Ph.D., Drexel University
- Christine A. Hunt (2007)** Assistant Professor, Education
B.S., Grace College; M.S., Purdue University; Ph.D., Michigan State University
- Guy F. Imhoff (2003)** Professor, Modern Languages
B.A., Brigham Young University; M.A., Purdue University; Ph.D., University of Kansas
- Mohammed Jahed (2017)** Assistant Professor, Management
B.B.A., University of Chittagong, Bangladesh; M.B.A., Ibid; M.S., Central Michigan University; Ph.D., Curtin University, Australia

- Matrecia James (2016)** Dean, Professor, Management
B.S., Florida A & M University; M.B.Ed., Ibid; Ph.D., Florida State University
- Stephen Jodush (2011)** Lecturer, Biology
B.A., St. Bonaventure University; M.S., Ibid
- Margaret Jones-Carey (2016)** Assistant Professor, Educational Leadership
B.B.A., St. Bonaventure University, B.S., Nazareth College, CAS, SUNY Brockport, Ed.D, D'Youville College
- Michael Jones-Kelley (2008)** Lecturer, Communication
B.A., Georgia State University; M.S., Northwestern University
- Jennifer Karash- Eastman (2017)** Visiting Assistant Professor, Modern Languages
B.A., Florida State University; M.A., Ibid; Graduate Certificate, University of South Carolina; Ph.D., Ibid
- Michael D. Kasperski (2003)** Lecturer, Accounting
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B.A., St. Bonaventure University; M.A., Ibid.
- Donika Kelly (2016)** Assistant Professor, English
B.A., Southern Arkansas University; M.F.A., University of Texas at Austin; M.A., Vanderbilt University; Ph.D., Ibid.
- Jerry Kiefer (1981)** Professor, Physics
B.S., University of Illinois; M.S., University of Missouri; Ph.D., Ibid
- Darwin L. King (1983)** Professor, Accounting
B.A., University of Michigan; M.B.A., Michigan State University; C.P.A., Maryland State; C.P.A., New York State
- Matt King (2012)** Assistant Professor, English
B.A., University of Texas, Ph.D, Ibid
- Michael Klucznik (2005)** Assistant Professor, Mathematics
B.A., Harvard College; M.A., Harvard University; Ph.D., Brandeis University
- Romy Knittel (1998)** Lecturer, Biology
B.S., Bucknell University; M.S., The Pennsylvania State University
- Mary Rose Kubal (2001)** Associate Professor, Political Science
B.A., Haverford College; M.A., University of North Carolina, Chapel Hill; Ph.D., Ibid
- Sally L. Kwiatkowski (2013)** Lecturer, Mathematics
B.S., Syracuse University; M.S., Ibid; M.Ph., Ibid
- Josiah B. Lambert (2000)** Associate Professor, Political Science
A.B., Haverford College; Ph.D., University of Wisconsin, Madison
- Diana Lawrence-Brown (1999)** Professor, Education
B.S., Clarion University of Pennsylvania; M.S.E.D., SUNY at Buffalo; Ph.D., Ibid
- Anne Lee (2017)** Lecturer, Communication
B.A., St. Bonaventure University; M.S.L.I.S., Pratt Institute, New York City
- Richard A. Lee (2011)** Associate Professor, Communication
B.A., St. Bonaventure University; M.A., Montclair State College; Ph.D., Rutgers University
- David B. Levine (1998)** Professor, Computer Science
B.A., Swarthmore College; A.M., Dartmouth College; Ph.D., Ibid
- Ashley Luedke (2017)** Assistant Professor, Education
B.A., State University of New York at Fredonia; M.S., Canisius College; Ph.D., Florida Atlantic University
- Christopher W. Mackowski (2000)** Professor, Communication
B.A., University of Pittsburgh, Bradford; M.A., University of Maine; M.F.A., Goddard College; Ph.D., Binghamton University
- James W. Mahar Jr. (1999)** Associate Professor, Finance
B.B.A., St. Bonaventure; M.B.A., University of Rochester; Ph.D., Pennsylvania State University
- David S. Matz (1981)** Professor, Classical Languages
B.A., Lawrence University; M.A., University of Minnesota; Ph.D., Ibid
- Lauren Matz (1988)** Professor, English
B.A., St. Bonaventure University; M.A., Ibid; Ph.D., Ohio State University
- Darryl J. Mayeaux (2003)** Professor, Psychology
B.A., Loyola University, New Orleans; M.A., University of California at Davis; Ph.D., Ibid
- Brian C. McAllister (1977)** Assistant Professor, Accounting
B.S., University of Scranton; M.B.A., St. Bonaventure University; C.P.A., New York State
- Carole McNall (2003)** Assistant Professor, Communication
B.A., St. Bonaventure University; J.D., State University of New York at Buffalo
- James D. Miller (1998)** Lecturer, Biology
B.A., University of Pittsburgh, Bradford; M.S., The Pennsylvania State University; Ph.D. (ABD) Ibid
- Rebecca R. Misenheimer (2007)** Associate Professor, Theater
B.A., Randolph-Macon College; M.F.A., University of South Carolina
- Todd G. Moe (2016)** Visiting Professor, Economics
B.S., Southern Illinois University; Ph.D., Ibid

- Fr. Dominic Monti, OFM (2002)**..... Distinguished Professor, Franciscan Studies
B.A., St. Bonaventure University; S.T.B., Catholic University of America; S.T.M., Union Theological Seminary;
L.H.D., St. Bonaventure University, Ph.D., The University of Chicago
- Anthony Murphy (1976)**..... Professor, Philosophy
B.A., University of San Francisco; M.A., California State University at San Francisco; Ph.D., University of Notre Dame
- William Northington (2017)**Assistant Professor, Marketing
B.S., Culverhouse College of Commerce & Business Administration, University of Alabama; M.S., Ibid; Ph.D., Ibid
- Steven R. Nuttall (1981)**..... Associate Professor, Philosophy
B.S., Eastern Illinois University; M.A., Northern Illinois University; J.D., Ohio State University; Ph.D., Ibid
- Todd S. Palmer (2001)**..... Associate Professor, Management
B.A., University of Mississippi; J.D., Ibid; Ph.D., University of Georgia
- Patrick Panzarella (1965)**..... Associate Professor, English
B.A., St. Mary's College of California; M.A., University of Rhode Island; Ph.D., SUNY at Buffalo
- Phillip G. Payne (1998)**..... Professor, History
B.A., Marshall University; M.A., Ohio State University; Ph.D., Ibid
- Laura Peterson (1999)**..... Lecturer, Music
B.M., SUNY at Fredonia; M.M., University of Cincinnati College of Music
- Nguyen (Win) Pham (2016)**.....Assistant Professor, Marketing
B.S., Vietnam National University; M.B.A., Rutgers University; Ph.D., Arizona State University
- James M. Pientka (2014)**..... Assistant Professor, Physics
B.S., Canisius College; Ph.D., State University of New York at Buffalo
- Douglas Pisano (2017)**Dean, Allied Health
B.S., Massachusetts College of Pharmacy and Health Sciences; M.S., University of Massachusetts; Ph.D., Northeastern University
- Gregory J. Privitera (2009)**..... Professor, Psychology
B.A., SUNY at Buffalo; M.A., Ibid; Ph.D. Ibid
- Karen Robbins (1997)**..... Professor, History
B.A., Denison University; M.A., Columbia University; M. Phil., Ibid; Ph.D., Ibid
- Sean Ryan (2016)**..... Assistant Professor, Biology
B.A., West Virginia University; Ph.D., Case Western Reserve University
- Willy Kipkemboi Rotich (2009)** Associate Professor, Physical Education
B.Ed., Kenyatta University; M.Ed., Louisiana State University; Ph.D., University of Texas-Austin
- Kristen Schichtel Ryan (2012)**..... Lecturer, Marketing
B.S., Cornell University; M.B.A., University at Buffalo
- Leslie M. Sabina (1991)**Professor, Music
B.Mus., University of Toronto; B.Ed., University of Windsor; M.M., University of Miami; Ph.D., Michigan State University
- Abdolhossein Sarrafzadeh (2017)**Director, Cybersecurity
B.S., Oklahoma State University; M.S., Orta Dogu Technical University; Ph.D., University of Wollongong
- Fr. Peter Schneible, O.F.M. (1986)**..... Associate Professor, Biology
B.S., St. Bonaventure University; M.A., Washington Theological Union; Ph.D., University of Vermont
- Tracy W. Schrems (2005)**..... Lecturer, English
B.A., Mercyhurst College; M.A., St. Bonaventure University, Ph.D, University at Buffalo
- Johanna Schwingel (2013)**..... Assistant Professor, Biology
B.S., Cedar Crest College; Ph.D., University at Buffalo
- Paula J. Scraba, O.S.F. (2002)** Associate Professor, Physical Education
B.S., University of Connecticut; M.A., Ibid; M.A., St. Bonaventure University-Franciscan Institute; Ph.D., University of Connecticut
- S. Alan Silliker (1975)** Associate Professor, Counselor Education
B.S., Georgetown University; M.A., St. Bonaventure University; Ed.D., Boston College
- Ed. Simone (2002)**..... Professor, Theater
B.A., St. Bonaventure University; M.A., SUNY at Binghamton; Ph.D., Texas Tech University
- Leigh A. Simone (1999)** Assistant Professor, Modern Languages
B.A., St. Bonaventure University; M.A., Texas Tech University; Ph.D., Ibid
- Scott M. Simpson (2016)** Assistant Professor, Chemistry
B.S., SUNY - Fredonia; Ph.D., SUNY University at Buffalo
- Craig Sinesiyou (2001)**..... Lecturer, Education
B.A., Alfred University; M.A., Ibid
- Ann Marie Sitter-Tompkins (2011)** Lecturer, Education
B.S., St. Bonaventure University, M.S.Ed., Ibid
- Christopher R. Siuta (2011)** Associate Professor, Counselor Education
B.A., SUNY College at Buffalo; MSED, St. Bonaventure University; Ph.D., Capella University
- Christopher Stanley (1999)**..... Professor, Theology
B.S., University of Virginia; M.A., Regent College; Ph.D., Duke University

- John Stevens (2008)** Lecturer, Management
B.A., St. Bonaventure University; M.A., Empire State College
- Daniel L. Tate (1986)** Professor, Philosophy
B.A., Denison University; M.A., Duquesne University; Ph.D., SUNY at Stony Brook
- Barbara Trolley (2001)** Professor, Counselor Education
B.S., St. John Fisher College; M.S., SUNY at Buffalo; Ph.D., Ibid
- Christine Uhl (2016)** Assistant Professor, Mathematics
B.S., University of Dallas; M.S., University of North Texas; Ph.D., University of North Texas
- Robin M. Valeri (1994)** Professor, Psychology
B.A., Cornell University; M.A., Syracuse University; Ph.D. Ibid
- Kevin Vogel (1998)** Lecturer, Biology
B.A., Cornell University; M.S., University of Minnesota
- Stephanie I. Vogel (1999)** Assistant Professor, Psychology
B.A., West Virginia University; M.A., Louisiana State University; Ph.D., Ibid
- Megan Walsh (2011)** Associate Professor, English and History
B.A., Temple University; Ph.D., University of Wisconsin-Madison
- Claire Watson (2009)** Assistant Professor, Physical Education/Sport Studies
B.A., SUNY Geneseo; M.S., Bloomsburg University; M.S., Walden University, Ph.D, Ibid
- Dennis M. Wilkins (1996)** Professor, Communication
B.S., University of Massachusetts; M.S., Evergreen State College; Ph.D., University of Colorado
- David Mark Wilson (2007)** Associate Professor, Finance
B.S., Clemson University; M.S., Ibid; Ph.D., Ibid
- Amanda L. Winkelsas (2017)** Assistant Professor, Adolescence Education
B.A., Canisius College; M.S.Ed., Fordham University; Ph.D., CUNY Graduate Center
- Carol B. Wittmeyer (2007)** Associate Professor, Management
B.B.A., St. Bonaventure University; M.B.A., Ibid; Ed.D., University of Rochester
- Russell J. Woodruff (1999)** Assistant Professor, Philosophy
B.A., State University of New York at Buffalo; Ph.D., Ibid
- Kimberly Young (2002)** Professor, Communication
B.S., University at Buffalo; M.A., Indiana University of Pennsylvania; Psy.D., Ibid
- Ibrahim Zabad (2012)** Assistant Professor, Political Science
B.A., American University; M.A., John Hopkins University; Ph.D., University of California, Davis
- Kathy A. Zawicki (2001)** Assistant Professor, Sociology
B.A., Canisius College; M.A., SUNY Binghamton; M.A., University of Iowa; Ph.D., Ibid
- Xiao-Ning Zhang (2009)** Associate Professor, Biology
B.S., Nanjing University; M.S., Ibid; Ph.D., Fudan University, China
- Joseph E. Zimmer (1997)** Provost & VP for Academic Affairs
..... Associate Professor, Reading Education
B.A., State University of New York at Buffalo; M.Ed., Ibid; Ph.D., Ibid
- Kayla S. Zimmer (2002)** Lecturer, Education
B.A., State University of New York at Albany; Ed.M., State University of New York at Buffalo
- Craig Zuckerman (1984)** Associate Professor, Counselor Education
B.A., George Washington University; M.S., St. Bonaventure University; D.Ed., Pennsylvania State University

PROFESSORS EMERITI

John Apczynski, Theology
Enrique Barrera, Modern Languages
Frank J. Bianco, Modern Languages
Richard C. Bothner, Biology
Robert Brill, Accounting
Steven Brown, Classical Languages
Peggy Burke, Education
David L. Carpenter, Psychology
Douglas Cashing, Mathematics
Thomas Delaney, Education
Justin W. Diehl, Chemistry
Stephen W. Eaton, Biology
Edward K. Eckert, History
Edward C. Emerling, Economics
Eleanor English, Education
Girard J. Etzkorn, Franciscan Institute
Austin L. Finan, Finance
Alfred F. Finocchio, Biology
Richard Gates, Education
Harold Gelfand, Psychology
S. John Guson, Accounting
Mary Hamilton, Journalism/Mass Comm.

Fred D. Handler, Physical Education
Fr. Robert Karris, Franciscan Institute
Ralph King, Mathematics
Michael Lavin, Psychology
Louis Leotta, History
James J. Martine, English
John Mulryan, English
John F. Neeson, Physics
Larry Orsini, Accounting
Patrick Premo, Accounting
Richard Reilly, Philosophy
Michael Russell, Accounting
Paul Schafer, Education
Xavier Seubert, O.F.M., Art History
K. R. Sundararajan, Theology
Donal Swanz, Accounting
William N. Turek, Chemistry
John G. Watson, Business
Winifred Whelan, O.S.F., Theology
James White, Biology
Paul W. Wood, Modern Languages

ST. BONAVENTURE FACULTY RECOGNITION AWARDS

TEACHING EXCELLENCE

- | | | | |
|------|--|------|--|
| 1982 | Peter G. Marron, M.A.
Professor Emeritus, History | 1995 | Brian C. McAllister, M.B.A.
Assistant Professor, Accounting |
| 1983 | Alfred F. Finocchio, Ph.D.
Professor, Biology | 1996 | Michael Russell, Ed.D., Assistant
Professor, Marketing |
| 1984 | Patrick M. Premo, M.S.
Professor, Accounting | 1997 | Fr. Robert Stewart, O.F.M, Ph.D.
Associate Professor, Theology |
| 1985 | Richard C. Bothner, Ph.D.
Professor, Biology | 2000 | John Kupinski, Ph.D., Associate
Professor, Biology |
| 1986 | Ralph King, M.Ed.
Professor, Mathematics | 2002 | Lauren Pringle De La Vars, Ph.D.
Associate Professor, English |
| 1987 | Justin W. Diehl, Ph.D.
Professor, Chemistry | 2004 | Carol M. Fischer, Ph.D.
Professor, Accounting |
| 1988 | Patrick K. Dooley, Ph.D.
Professor, Philosophy | 2004 | Nancy C. Casey, Ed.D.,
Associate Professor, Education |
| 1989 | Theodore S. Woodruff, Ph.D.
Assistant Professor, Economics | 2006 | Dennis M. Wilkins, Ph.D.
Associate Professor, J/MC |
| 1990 | Roderick Hughes, Ph.D.
Associate Professor, Philosophy | 2007 | Richard H. Simpson, Ph.D.
Professor, English |
| 1991 | Richard W. Gates, Ph.D.
Professor Emeritus, Education | 2008 | Patrick J. Casey, Ph.D.
Associate Professor, Education |
| 1992 | Alva V. Cellini, Ph.D.
Associate Professor, Modern Languages | 2008 | Donald J. Swanz, Esq.
Associate Professor, Accounting |
| 1993 | James Martine, Ph.D.
Professor, English | 2010 | S. Alan Silliker, Ph.D.
Associate Professor, Education |
| 1994 | Fr. Francis Berna, O.F.M., Ph.D.
Assistant Professor, Theology | 2011 | Sandra J. Mulryan, M.S.
Lecturer, English |

PROFESSIONAL EXCELLENCE

- | | | | |
|------|---|------|---|
| 1982 | Fr. Gedeon Gal, O.F.M., Ph.D.
Professor, Franciscan Institute | 1992 | Rao Korukonda, Ph.D.
Professor, Management Sciences |
| 1983 | Stephen W. Eaton, Ph.D.
Professor, Biology | 1993 | Patrick Dooley, Ph.D.
Professor, Philosophy |
| 1984 | James Martine, Ph.D.
Professor, English | 1994 | Thomas J. Schaeper, Ph.D.
Professor, History |
| 1985 | Girard J. Etzkorn, Ph.D.
Professor, Franciscan Institute | 1995 | Maria Ceprano, Ph.D.
Professor, Education |
| 1986 | Edward K. Eckert, Ph.D.
Professor, History | 1998 | Anthony Farrow, Ph.D.
Professor, English |
| 1987 | James A. Beane, Ed.D.
Professor, Education | 2000 | Michael J. Lavin, Ph.D.
Professor, Psychology |
| 1988 | William L. Wissinger, Ph.D.
Professor, Biology | 2001 | Joel Horowitz, Ph.D.
Professor, History |
| 1989 | Christopher C. Gerry, Ph.D.
Professor, Physics | 2003 | David S. Matz, Ph.D.
Professor, Classical Languages |
| 1990 | Rega Wood, Ph.D.
Professor, Franciscan Institute | 2005 | Christopher D. Stanley
Professor, Theology |
| 1991 | John Mulryan, Ph.D.
Professor, English | 2006 | Zahid Y. Khairullah, Ph.D.
Professor, Management Sciences |

- 2007 Jeffrey A. White, Ph.D.**
Professor, Classical Languages
- 2008 Oleg V. Bychkov, Ph.D.**
Associate Professor, Theology
- 2010 Richard P. Reilly, Ph.D.**
Professor, Philosophy
- 2010 Darwin L. King, M.B.A., C.P.A.**
Professor, Accounting
- 2013 Carl Case, Ph.D.**

- Professor, Management
- 2013 Christopher Mackowski, Ph.D.**
Associate Professor, J/MC
- 2013 Phillip G. Payne, Ph.D.**
Professor, History
- 2016 Gregory J. Privitera, Ph.D.**
Associate Professor, Psychology
- 2016 Kimberly Young, Psy.D.**
Professor, J/MC

SPECIAL SERVICE

- 1982 Russell J. Jandoli, Ph.D.**
Professor, J/MC
- 1983 Fr. Cosmas Girard, O.F.M., Ph.D.**
Professor, Sociology
- 1984 Nicholas J. Amato, M.A.**
Professor, History
- 1985 Walter V. Budzinski, Ph.D.**
Associate Professor, Physics
- 1986 Carl Wagner, Ph.D.**
Professor Emeritus, Psychology
- 1987 Fr. Canisius F. Connors, O.F.M.**
Professor, Classical Languages
- 1988 Stephen W. Gray-Lewis, Ph.D.**
Associate Professor, English
- 1989 Fr. Timothy J. Quinn, O.F.M.**
Assistant Professor, Sociology
- 1990 John F. Neeson, Ph.D.**
Professor, Physics
- 1991, Leo E. Keenan, Jr., L.L.D.**
Professor, English
- 1992 Ralph King, M.Ed.**
Professor, Mathematics
- 1994 Fr. Joseph Doino, O.F.M.**
Professor, Franciscan Institute
- 1995 Zahid Y. Khairullah, Ph.D.**

- Professor, Management Sciences
- 1996 Paul J. Schafer, Ph.D.**
Associate Professor, Education
- 1998 James Martine, Ph.D.,**
Professor, English
- 2000 Eleanor English, Ed.D.**
Professor, Education
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