

2015 – 2016 CATALOG



St. Bonaventure University

School of Graduate Studies

OLEAN * BUFFALO CENTER * ONLINE

ST. BONAVENTURE UNIVERSITY 2015-2016 GRADUATE CATALOG

St. Bonaventure University provides equal opportunity in its admissions, employment, and all educational programs and activities without regard to race, color, national or ethnic origin, gender, marital status, sexual orientation, religion, age, disability, veteran status or any other legally protected category.

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.

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.

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

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School of Graduate Studies

St. Bonaventure University	Graduate Dean's Office	Office of Graduate Admissions
St. Bonaventure, N.Y. 14778	(716) 375-2379	(716) 375-2021
www.sbu.edu/graduate	Fax: (716) 375-7834	Fax: (716) 375-4015
Email: gradsch@sbu.edu	Hopkins Hall	Hopkins Hall

DEGREE AND CERTIFICATION PROGRAMS

School of Arts and Sciences

Master of Arts
English

School of Business

Master of Business Administration

School of Education

Master of Science in Education
Differentiated Instruction
Differentiated Instruction
-Students with Disabilities
Counselor Education (Clinical
Mental Health)
Counselor Education (Rehabilitation)
Counselor Education (School)
Educational Leadership
Literacy – Childhood (Birth-Grade 6)
Literacy – Adolescent (Grades 5-12)
Adolescence Educ. (Grades 7-12)

Master of Science

Counselor Education (Clinical
Mental Health)

Russell J. Jandoli School of Journalism & Mass Communication

Master of Arts
Integrated Marketing Communication
Strategic Leadership

School of Education

Certification Programs
Educational Leadership
-School District Leader (N.Y.)
-School Building Leader (N.Y.)

Advanced Certificate of Specialization

Counselor Education (School)
Differentiated Instruction

School of Franciscan Studies

Advanced Certificate in Franciscan
Studies

Academic Calendars

St. Bonaventure University School of Graduate Studies

Fall 2015 Calendar

August 2015	
28	Classes begin – Buffalo Center
31	Classes begin – Main Campus
September 2015	
7	Final day for any schedule changes with no academic penalties
21	Final day for students to sign up for P/F option
25	Final day to apply for May 2016 degree
October 2015	
9	Final day for student registration for the Foreign Language Examination
10-13	Midterm Break
23	Foreign Language Examination
27	Final day to present completed graduate thesis to major professor for December 2015 degree candidates
27	Final day to register for Comprehensive Examination with Department Chair
November 2015	
5	Last day to withdraw from a full-term graduate course with a “W” grade
13	Final day to submit graduate thesis outline & title to Graduate Office for May 2016 graduation
13	Final day for change of I, IP grades given in Spring and Summer 2015 sessions
17	Final day for completed and corrected graduate thesis to be filed with the Graduate Office for December graduation
25-29	Thanksgiving recess, no classes
December 2015	
11	Last day of classes (Main Campus)
14-18	Graduate Final Examinations (Main Campus), attendance required
18	Christmas recess begins after last examination
19	December Recognition Ceremony
21	Final grades due by 10 am in Records Office

Weekend (F/Sa) Courses—Main Campus & Buffalo Center

SESSION I		SESSION II		SESSION III
August 28 & 29		October 2 & 3		November 13 & 14
September 4 & 5		October 16 & 17		November 20 & 21
September 11 & 12		October 23 & 24		December 4 & 5
September 18 & 19		October 30 & 31		December 11 & 12
September 25 & 26		November 6 & 7		December 18 & 19
Last day to add/drop: Sept 4		Last day to add/drop: Oct. 9		Last day to add/drop: Nov. 20
Grades Due: October 5		Grades Due: November 16		Grades Due: December 21

5-WEEK COURSES -- MAIN CAMPUS & Online

Session I	Monday, August 31 – Friday, October 2 Last day to add/drop: Friday, September 4 Last day to withdraw: Tuesday, September 22
Session II	Monday, October 5 – Tuesday, November 10 Last day to add/drop: Friday, October 9 Last day to withdraw: Thursday, October 29
Session III	Wednesday, November 11 – Friday, December 18 Last day to add/drop: Tuesday, November 17 Last day to withdraw: Tuesday, December 8

St. Bonaventure University School of Graduate Studies
Spring 2016 Calendar

January 2016	
15	Classes begin – Buffalo Center
18	Classes begin – Main Campus
25	Final day for any schedule changes with no academic penalties
25	Final day to file an application for Graduate School August & December 2016 degrees
February 2016	
8	Final day for students to sign up for P/F option
16	Final day to submit thesis outline & title to Graduate Office for August 2016 graduation
February 27 to March 6	Graduate Spring Break
March 2016	
7	Classes resume
7	Final day to register for Comprehensive Examination with Department Chair
12	Final day for student registration for the Foreign Language Examination
14	Final day for presentation of completed graduate thesis to major advisor to complete requirements for May 2016 graduation
22	Last day to withdraw from a graduate class with a W grade
24-28	Easter Break
29	Classes Resume
April 2016	
2	Final day to complete Foreign Language Examination
2	Last day for completed graduate thesis to be filed in Graduate Office for May 2016 graduation
22	Final day for change of I, IP grades given in Fall 2016 sessions
May 2016	
3	Thursday classes will be held
3	Last day of classes (Main Campus)
4-10	Final Exams (Main Campus), attendance required
	Normal Class Day Last Day of Class Final Exam Day
	Monday Monday, May 2 Monday, May 9
	Tuesday Tuesday, April 26 Tuesday, May 10
	Wednesday Wednesday, April 27 Wednesday, May 4
	Thursday Tuesday, May 3 Thursday, May 5
15	COMMENCEMENT
16	Final grades due by 10 am in Records Office

Weekend (F/Sa) Courses—Main Campus & Buffalo Center

SESSION I	SESSION II	SESSION III
January 15 & 16	February 19 & 20	April 8 & 9
January 22 & 23	February 26 & 27	April 15 & 16
January 29 & 30	March 11 & 12	April 22 & 23
February 5 & 6	March 18 & 19	April 29 & 30
February 12 & 13	April 1 & 2	May 6 & 7
Last day to add/drop: Jan. 21	Last day to add/drop: Feb. 25	Last day to add/drop: Apr. 14
Grades Due: February 22	Grades Due: April 11	Grades Due: May 10

5-WEEK COURSES -- MAIN CAMPUS & ONLINE

Session I	Monday, January 18 – Friday, February 19 Last day to add/drop: Friday, January 22 Last day to withdraw: Tuesday, February 8
Session II	Monday, February 22 – Tuesday, April 7 Last day to add/drop: Friday, February 26 Last day to withdraw: Tuesday, March 29
Session III	Wednesday, April 5 – Thursday, May 12 Last day to add/drop: Tuesday, April 11 Last day to withdraw: Friday, May 2

St. Bonaventure University School of Graduate Studies
Summer 2016 Calendar

SUMMER SESSION I CALENDAR (Main Campus) 5/16 to 6/16	
May 2016	
16	Classes begin
20	Last day to drop a course with no penalty
23	Memorial Day observed, no classes
27	Final day to submit thesis outline to Graduate Office for December 2016 graduation
June 2016	
7	Last day to withdraw from a graduate class with a W grade
16	Classes end
17	Final day for presentation of completed thesis to major advisor for August 2016 graduation

SUMMER SESSION II CALENDAR (Main Campus) 6/27 to 7/28	
June 2016	
27	Classes begin
30	Foreign Language Exam
July 2016	
1	Last day to drop a course with no penalty
4	Independence Day, no classes
9	Last day for completed thesis to be filed at Graduate Office for August 2016 graduation
19	Last day to withdraw from a graduate class with a W grade
28	Classes end

Weekend (F/Sa) Courses—Main Campus & Buffalo Center

Session I	Session II
May 27 & 28	July 8 & 9
June 3 & 4	July 15 & 16
June 10 & 11	July 22 & 23
June 17 & 18	July 29 & 30
June 24 & 25	August 5 & 6
Last day to add/drop: June 2	Last day to add/drop: July 14
Grades due: July 6	Grades due: August 15

General Information

St. Bonaventure University, a Catholic university in the Franciscan tradition, is an independent, coeducational institution offering undergraduate and graduate programs.

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 25 of the Southern Tier Expressway, I-86 (Route 17). The University is accessible by car, bus and commercial airlines which land in Buffalo and nearby Bradford, Pa. The mailing address is 3261 W. State Road, St. Bonaventure, N.Y. 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 has flourished, and St. Bonaventure University has expanded greatly during more than 150 years of 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 roughly 2,800 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 this 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.

Graduate Studies Mission

The School of Graduate Studies is committed to advancing the Mission, Values and Vision of St. Bonaventure University as they relate to graduate studies. This commitment is embraced in the academic and spiritual context of the university and is inclusive of programs, faculty, students and support staff.

Goals

- Offer graduate degrees and non-degree programs and courses that are challenging, rewarding, accessible and contemporary.
 - Recruit and retain quality faculty.
 - Recruit quality students.
 - Achieve excellence in graduate programs.
 - Pursue distinction of graduate programs.
 - Contribute to the general body of knowledge through faculty and student scholarship.
 - Encourage participation of all qualified individuals – students, faculty or staff – in the graduate studies environment.

Academic Structure

Under the leadership of the Dean of Graduate Studies and the Graduate Council, the School of Graduate Studies oversees the administration and standards of all graduate study offered by the graduate faculty. This oversight includes all aspects of graduate student admission and enrollment. Graduate classes are taught primarily by full-time St. Bonaventure University faculty.

School of Arts and Sciences

The School of Arts and Sciences houses the Department of English, which offers a master's of arts degree in English on the main campus. Additionally, several departments offer specific courses in service to graduate programs in the professional schools, both at the Buffalo Center and on the main campus.

School of Business

Through its graduate programs, the School of Business strives to provide students with:

- the theoretical base, tools, and techniques that will enable them to pursue successful careers as leaders and decision makers in business, government, and nonprofit organizations;
- a curriculum that enables them to develop moral and ethical values with respect for all persons, oral and written communication skills, state-of-the-art technological skills, a global perspective; and
- Abundant opportunities for interaction with a faculty who have a blend of academic and professional experiences.

Master of Business Administration:
The M.B.A. program is offered in three different formats: part-time, full-time and weekend. The part-time and full-time formats are offered on the University's main campus. The weekend format is generally considered full-time study (though part-time is possible) and is offered at the Buffalo Center located on the Hilbert College campus in Hamburg, N.Y., where new classes begin every five weeks (and new MBA students may enter the program with any new class).

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 expert educators for the twenty-first century. It provides a deep, broad, and inclusive professional preparation with a strong academic core. The School, through structured experiences, mentoring, and attention to individual learner needs and goals, seeks to prepare educators who can connect their Franciscan culture and academic and professional curricula to learners and learning communities of the future.

Operating within a conceptual framework of "Education@SBU: A Journey to Excellence" with an emphasis on Competence, Experience, and Social Justice, all professional preparation programs foster inquiry, reflection, strong collegial relationships, leadership in the change process, and dedication to lifelong learning. Graduate programs in the School of Education emphasize strong research and information-gathering skills, integrated use of technology for both teaching and learning, and practical application of theory and research. For all school-practitioner graduate degrees in the

School of Education, students are expected to complete two courses (six credit hours) in a common graduate core designed to support and enhance graduate-level study in the education professions.

School of Franciscan Studies

The School of Franciscan studies furthers the mission of the university by providing graduate courses on campus and through distance learning options in Franciscan theology, history, spirituality, and pastoral studies. It offers an Advanced Certificate in Franciscan Studies, a minor in Franciscan studies, and courses in the inter-religious dialogue between Islam and Christian through the Center for Arab and Islamic Studies, housed in the School of Franciscan Studies. The School is presently in the process of redesigning its Master of Arts in Franciscan Studies.

School of Journalism and Mass Communication

The Russell J. Jandoli School of Journalism and Mass Communication offers the Master of Arts degree in Integrated Marketing Communications (IMC) and a fully online Master of Arts in Strategic Leadership. IMC is offered in either an in-class or fully online format.

St. Bonaventure University Campus

Computer facilities are provided by the University through the Office of Technology Services. The University campus is directly connected to the Internet, which gives access to national and international computer networks. All residence hall rooms have computer network access with e-mail addresses supplied to all students. This allows for

convenient communication and sharing of resources locally and worldwide. Computer labs are available in every academic building on campus.

Friedsam Memorial Library has as its purpose to make accessible the world of information to the University community. To that end the 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 sources either on CD or online through the Internet. In all this 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. Instructional sessions are held in conjunction with all incoming freshman classes, along with special sessions in individual subject areas for upperclassmen and graduate students. 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 three 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 Sandra A. and William L. Richter Center, a state-of-the-art 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.

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, student activity offices, WSBU radio, lounges, snack bar, counseling services, Career and Professional Development Center, international studies, University bookstore, Higher Education Opportunity Program (HEOP), ROTC offices, classrooms and offices. The University also has a nine-hole golf course.

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.

Hopkins Hall houses the offices of the president, academic vice president/vice

president for academic affairs, graduate dean, admissions, business, financial aid, human resources, institutional research, purchasing.

The John J. Murphy Professional Building is the home to the Russell J. Jandoli School of Journalism and Mass 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.

Plassmann Hall and Annex house the offices of the arts faculty of the School of Arts and Sciences and the School of Education. It contains classrooms, offices, seminar rooms, a clinic room and a modern language laboratory.

De La Roche Hall houses some offices of the science faculty, classrooms and laboratories.

The William F. Walsh Science Center opened in 2008. The 46,500-square-foot facility houses state-of-the-art computer science, laboratory and classroom space, biology labs, organic and general chemistry labs, a Natural World lab, a 150-seat indoor amphitheater, and faculty offices integrated with lab space for better student-teacher accessibility.

Housing

Limited housing on campus is available for single graduate students in Francis Hall on the St. Bonaventure University campus only. In addition, there are numerous living opportunities in the surrounding community. For information call the Housing Office at (716) 375-2009.

Buffalo Center

The graduate programs are offered in an innovative weekend format at the University's Buffalo Center, located at Hilbert College in Hamburg, N.Y., and are a convenient option for busy professionals.

Graduate programs offered through the Buffalo Center include business administration, childhood and adolescent literacy, differentiated instruction, differentiated instruction – students with disabilities, educational leadership, school administrator certification, school, community mental health and rehabilitation counseling, and integrated marketing communications (see program sections for more details on master's and certificate options).

The center's phone number is (716) 646-1500. The following Hilbert buildings are open to SBU students:

Bogel Hall is a two-story classroom building, equipped with an elevator and accessible to those who are physically challenged.

The McGrath Library is one of the major resource units that support academic programs. Four librarians and one technician staff the spacious two-story facility. The library houses in its collections in excess of 33,000 books and an extensive non-book materials collection including audio, video, and microform resources. A serials collection includes more than 400 current professional, popular, and scholarly journals and newspapers. The SBU

Buffalo Center offices, a classroom and the computer lab are located in an adjacent wing of the library.

The Campus Center, a two-story structure located directly behind Franciscan Hall, is the hub of the social and dining activities. The campus bookstore is located here.

Paczesny Hall features high-tech classrooms, faculty offices, seminar rooms and laboratories.

Graduate Societies

ALPHA MU ALPHA – National Honor Society in Marketing. This society honors outstanding men and women for scholastic excellence in the field of marketing.

ALPHA UPSILON ALPHA – International Reading Association Honor Society. Membership in this society recognizes outstanding academic and professional achievements in the field of literacy education.

BETA GAMMA SIGMA – International Honor Society in Business Administration, honoring outstanding men and women for scholastic excellence in the field of business.

CHI SIGMA IOTA – National Honor Society in Counselor Education. This society honors outstanding men and women for scholastic excellence in the field of counselor education.

DELTA EPSILON SIGMA – National Scholastic Honor Society. Delta Epsilon Sigma is the national scholastic honor society for students, faculty and alumni of colleges and universities with a Catholic tradition.

PHI DELTA KAPPA – Graduate fraternity in Education. Major purposes of Phi Delta Kappa include promotion and improvement of education through a continuing interpretation of the ideals of research, service and high-quality leadership.

PI LAMBDA THETA - International
Honor Society and Professional

Association in Education

Admissions & Registration Procedures

Admission to the St. Bonaventure School of Graduate Studies is offered to students perceived to possess the academic and personal qualities necessary for success in the program of choice. The admission committee makes this determination after a careful review of all aspects of an application - previous academic work, recommendations, work experience, aspirations and, where required, interviews, writing samples and other items. Applicants are encouraged to complete the application process at least 30 days before the desired start date to allow sufficient time for review.

The Office of Graduate Admissions will provide applicants with written notification of the committee's decision. Admitted students will receive information regarding course selection and related matters, along with a confirmation form to return to SBU to confirm enrollment (needed for course registration). Note that it is incumbent upon enrolling students to become familiar with the University's policies and guidelines as spelled out in this catalog and the SBU student handbook.

Occasionally, admitted students may opt to defer enrollment. This can be done by notifying the Office of Graduate Admission. If the deferral lasts more than one year a brief re-application form is required. Similarly, if a student begins graduate study at SBU and then becomes inactive (no courses taken for one year) re-application is necessary.

Application to St. Bonaventure School of Graduate Studies may be done online. All documents related to admission should be directed to the Office of Graduate Admission, P.O. Box 2520, St.

Special Note: NY State Public Health Law #2165 requires that SBU collect proof of immunization (measles, mumps, rubella) from all students who may be enrolled for more than 3 credits. Students failing to provide this information within a short time of enrollment will be blocked from course selection. Please pursue this information as soon as you start the SBU application process; sometimes it can take a while. If you are a current or recent undergraduate student you may be able to obtain and submit a copy of your health record from your college's health center.

Bonaventure University, St.
Bonaventure, N.Y. 14778.

The office email address is
gradsch@sbu.edu and the Web address
is www.grad.sbu.edu

Applying for Admission

Note that a bachelor's degree from a regionally accredited college or university is a basic requirement for admission to a graduate program. Students who are in the process of completing the undergraduate degree at the time of application may be admitted conditionally with the understanding that the degree must be completed by the time classes begin.

Application Items:

- 1) An application for admission completed and submitted online.
- 2) Official transcripts from all colleges attended (graduate and undergraduate). Individuals applying while still completing a

bachelor's degree will need to provide a current transcript and then a final transcript before enrolling at SBU.

- 3) Two letters of recommendation (for most programs)
- 4) Test score. Some graduate programs require one of the standardized admission exams. See the listing on page 15. Test scores should be official and sent to SBU directly by the testing organization. The program director may require a new test of applicants presenting scores that are many years old.
- 5) Other information as may be mandated by a specific program, or requested by a program director. Some programs, for example, require an interview and writing sample or resume.
- 6) International students should apply several months before the planned start date.

Note that any student taking 6 or more credits in any semester in a campus-based program is required by NY Public Health Law to provide proof of immunization within 30 days of the start of classes.

Graduate students not seeking a degree or certificate

Non-matriculated graduate students: students wanting academic credit but not pursuing a degree or certificate experience an abbreviated application process. Typically, these students fall into two categories; those who wish to transfer SBU credit back to a program at another institution, and students that are not regularly admissible to SBU who wish to demonstrate the aptitude for graduate study. Students can import up to nine

credit hours earned under this status into an SBU master's degree or certificate program.

The application process for non-matriculating students requires:

- 1) Completed online application, selecting the non-matriculating status on the Academic Degree item.
- 2) Official transcripts from all colleges attended (graduate and undergraduate)
- 3) Information as may be requested by the program director

Auditing students

Students taking classes on an audit basis will not receive academic credit, though an SBU transcript will show that the student took the class. The admission process for auditors requires:

- 1) Online application, selecting the audit status on the Academic Degree item
- 2) Course-specific permission of the Dean of the School of Graduate Studies
- 3) All previous college transcripts, particularly those showing a Bachelor's degree completed

As non-matriculating and audit enrollment are approved on a course by course basis, such applicants should communicate to the Office of Graduate Admissions the names and numbers of the courses they wish to take.

Non-matriculated and auditing students are required to provide proof of immunization as described earlier. Auditing and non-matriculated students are not eligible for federal financial aid.

International Students

Please note that in addition to the items already listed you'll need to provide the following:

- 1) Secondary school transcripts.
Please note that if your secondary and/or undergraduate college academic records are not in English, you must provide a translated transcript along with the official copies. The translation must be done by a professional translator or translation service.
- 2) If English is not your native language you should plan to take the TOEFL (Test of English as a Foreign Language) exam and have score reports sent to SBU. Successful applicants typically show scores of at least 213 on the computer-based test or 550 on the paper edition. The IELTS (International English Language Testing System) also is accepted for proof of language proficiency.
- 3) When requested by St. Bonaventure University, international students will need to provide a transcript evaluation by WES (World Education Service).

International Student Enrollment

Once admitted, international students must demonstrate sufficient resources to cover one full year of study (\$25,000 USD) before the University will issue an I-20. The necessary documents and instructions are provided with the admission application. Once in receipt of an I-20, an international applicant may visit the nearest U.S. embassy or consulate to apply for an F-1 visa. Note that consular officials may require their own proof of financial support and English proficiency.

St. Bonaventure requires that its international students be enrolled full-time, with the exception of the last

semester of attendance. Additionally, international student health insurance is required and must be purchased through the University.

The Office of International Studies issues the I-20 and provides a range of advisement and services to international students, both before arrival and during attendance. This office also ensures adherence to U.S. immigration regulations and works with internationals to help them maintain the F-1 visa status. All immigration-related petitions, including employment requests, are filed through this office. Alice Sayegh is director of the Office of International Studies. She may be reached via asayegh@sbu.edu.

St. Bonaventure does offer housing to single international students. Contact the University's housing office at 1-(716) 375-2009 or via the University website www.sbu.edu. Campus housing for married couples is not available.

Required admission tests, by program

- The following program requires the Graduate Record Exam (GRE): English; MBA
- The following program requires the Graduate Management Exam (GMAT): Master of Business Administration (MBA)

Notes:

The MBA program will accept the GRE or GMAT.

English applicants may substitute a 10-12 page paper for the GRE. In some cases, the GRE requirement may be waived on the basis of superior classroom work.

Testing company contact info (and SBU's code number for score reporting):

- GRE: 1-866-473-4373;
www.ets.org (2793)
- GMAT: 1-800-717-GMAT (4628);
www.mba.com
(TKZ-0C-79)
- TOEFL: 1-877-863-3546;
www.ets.org (2793)

International students may also be able to access testing information through American embassies and consulates, offices of the United States Information Service, United States Educational Commissions and Foundations and at bi-national centers and American/International secondary schools.

Types of Admission Status

Applicants may be initially admitted to an SBU grad program under the following conditions.

Regular Status

Granted to students who have satisfied all requirements for admission and whose preparation has been deemed by the admission committee to be completely satisfactory.

Provisional Status

1) This status may be granted to applicants whose academic records fall slightly short of the regular admission requirements. With the approval of the dean and or program director, provisionally admitted students may enroll for up to nine (9) credit hours, twelve (12) under special circumstances. With good classroom work, provisionally admitted students will likely have their status changed to regular admission.

2) Students applying to SBU while still completing the bachelor's degree may be admitted under this status until their

undergraduate work is done and a final transcript has been received by the Office of Graduate Admissions.

Provisionally admitted students in a qualified program are eligible to receive financial aid.

Evaluation Status

A student may be admitted under this status if he/she has not yet completed the application process but (based on information provided) shows aptitude, and has obtained the approval of the program director. A student admitted under this status has until the end of his or her first semester to complete the application process. Accepting a student under evaluation status does not obligate the University to amend the admission status to provisional or regular once the application process is concluded. The complete application will be reviewed, along with the applicant's current classroom work.

Students taking classes on evaluation status are not eligible for federal financial aid, including student loans.

Non-Matriculated Status

This applies to applicants who indicate that they wish to earn the credit associated with their SBU graduate coursework, but are not seeking an SBU degree or certificate. Non-matriculating students are not eligible to receive financial aid, including loans and scholarships.

Audit Status

Auditing students do not receive credit for their coursework, and are not eligible to receive any kind of financial aid, including loans and scholarships. Change from audit to credit status, or

vice versa, may be done only during designated Change of Enrollment periods.

SBU undergraduates taking graduate classes

Students planning to enroll in a graduate program at St. Bonaventure may take a total of 9 cr. Hours of graduate course work during their senior year. (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.

Registration Process

All graduate students are required to register online for classes prior to each semester and summer session for which they will be enrolled. Students should consult with their adviser or program director before selecting courses. Students who are not up to date in paying tuition and fees may be unable to register for classes.

Students attending classes for which they are unregistered risk forfeiting the credit they may otherwise have earned for that class.

Late Registration

Course registration deadlines are posted on the Graduate Studies Calendar and/or otherwise conveyed to current students. A late registration fee of \$100 is assessed to those registering

for class after the designated date. Registration will not in any event be allowed later than seven (7) days after the deadline for a new semester, later than four (4) days after the deadline for a summer session, or later than the second weekend of a weekend-only format class.

Proof of Immunization

As noted in the admission section of this catalog, students who fail to provide immunization information will be barred from registration.

Changes of Enrollment

During the first six (6) days of a new semester, the first three (3) days of a summer session or prior to the second weekend of a weekend format class a student may drop or add a course with no academic penalties. Permission of the program director and course instructor is required.

Drop/add requests are handled through the registrar's office; students should start this process there. A student's record is not amended to reflect a drop or add until the proper paperwork is on file with the University registrar.

Students wishing to change from one area of study to another should confer first with the Dean of the School of Graduate Studies.

Specific University Regulations

1. Changes in Regulations: The University's Board of Trustees reserves the right to amend at any time SBU's requirements for admission and to change courses, graduation requirements, degree programs, costs

(tuition, room, board and fees) and regulations governing the student body.

Such regulations will apply to all students and will become effective on the date established by the trustees. This catalog shall be considered sufficient notice to students. Students must assume the responsibility to stay up-to-date with University policy.

2. Attendance at Class: Graduate students are expected to attend all meetings of the courses in which they are enrolled.

3. Withdrawal from the University: Graduate students wishing to withdraw from class while a semester is underway do so through the registrar's office to make sure the necessary paperwork is completed. Simply ceasing to go to class is not considered official notice of withdrawal. A student who leaves the University without withdrawing is likely to receive a failing grade (F) in any coursework for which he/she has signed up.

The grading policy for officially withdrawn students is as follows:

- First two weeks of semester; first week of summer session grade: W

Students called to active military duty should contact the registrar to commence the process of military withdrawal. This status will be granted upon receipt of a copy of the student's official orders or written notice from the student's commander. If timing does not allow a student to start the military withdrawal process before leaving the University, he/she may request a military leave in writing, providing a copy of his/her orders, and the registrar will commence the withdrawal process on the student's behalf. Such a request may be conveyed to the SBU registrar at PO Box C, St. Bonaventure University, St. Bonaventure, NY 14778 or via fax to (716) 375-2135.

4. Address: Any change in a student's address should be reported to the Registrar's office.

5. Required Records: It is the student's responsibility to provide the University with all required documents, either through direct provision, or by requesting them of the relevant parties (e.g. transcripts). Moreover, some of these will require the student's signature. These records will be maintained in the office of graduate admission or with the University registrar, as appropriate.

6. Limitations on the Use of Graduate Credits: Credit submitted in fulfillment of the requirements of a degree here or elsewhere will not be accepted to apply toward another degree at this University, except that work done for the master's degree may be counted toward the Advanced Certificate of Specialization.

7. Cancellation of Courses by the University: The University reserves the right to cancel any course in which it deems the enrollment to be insufficient.

8. Transcripts of Record in the School of Graduate Studies: The two types of transcripts of a student's record in the School of Graduate Studies issued by the Registrar's office are as follows:

a. Official Transcripts: This type of transcript is signed by the Registrar and bears an imprint of the seal of the University. Such transcripts as requested by the student will be mailed directly to the agency or institution specified in the request. A transcript will not be issued until all fees and tuition obligations have been met. Each request (in writing) must include the complete name and address of the agency, institution or official to whom the transcript is to be sent and the transcript fee of \$5.

b. Unofficial Transcripts: This type of transcript is not signed and it does not bear an imprint of the seal of the University. Such transcripts will be sent

to the student for information purposes. Each request for an unofficial transcript should contain the student's current address and must be accompanied by the transcript fee of \$5.

9. Full-Time Status: A student whose major portion of time is devoted to activities that are part of a graduate degree program shall be considered a full-time graduate student. In accordance with this policy, a student shall be considered on full-time status if:

- a. the student is enrolled for a minimum of nine semester hours of graduate course work or six semester hours during the summer session, or
- b. the student has a graduate school grant and is enrolled for six semester hours of graduate course work or four semester hours during the summer session, or
- c. the program director of the student's major field certifies that the student is enrolled and is engaged in full-time pursuit of a graduate degree, upon approval of the program dean and the dean of Graduate Studies.

10. 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 end 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 drop/add period of the subsequent semester.

11. Student Leave of Absence: A leave of absence for medical reasons is issued by the Vice President for Student Affairs only upon the written recommendation of the University physician or upon the written advice of other appropriate professional persons. Students leaving the University for medical reasons will be able to return only after they have received necessary treatment and upon approval of the Vice President for Student Affairs, University physician, and/or Director of the Counseling Center. The University reserves the right to require consultations between the student and relevant professionals of the University's choice.

12. Re-Application for Admission: If after receiving one graduate degree from St. Bonaventure University, a student decides to do additional graduate work, either as a non-degree candidate, as a candidate for another graduate degree, or as a candidate for an advanced certificate, the student must file a new formal application for admission. Students must also file an application for readmission when there has been a lapse in graduate enrollment of more than one year. Students asking to change graduate programs must also file an application for readmission. Students who re-apply for admission must be re-admitted by the appropriate department's admissions committee. Additional documents as outlined by the program's admissions requirements may be requested of the applicant. Successful work in one SBU graduate program does not guarantee admission to another graduate program.

Degree Requirements

M.B.A. Degree

The M.B.A. degree is designed as a 30- to 42-credit hour program depending upon the student's entrance qualifications. Refer to the School of Business description.

M.A., M.S., or M.S.Ed. Degree

MAJOR FIELD

Formal Course Work	18 credit hours
Thesis (where required or optional)	3-6 credit hours
Additional Course Work to total (depending on departmental requirements)	30-36 credit hours

A maximum of nine semester hours will be allowed for workshops or institutes in a degree program.

Formal Course Work: All 18 semester hours must be taken in the major field, in courses numbered in the 500-700 range.

Thesis: Students who submit a thesis in partial fulfillment of the master's degree must prepare it in conformity with the regulations approved by the Graduate Council. Theses must be developed under the direction of a full member of the graduate faculty.

Registration for the master's thesis needs to be made only once for that term in which it is planned to start work. Only when a thesis is officially accepted will credit for this course be allowed.

The title of the thesis and outline must be approved by the major professor and then presented to the dean of graduate studies for final approval by the date noted in the graduate calendar (approximately six months prior to the anticipated date of degree completion).

The student should obtain from the program director or School of Graduate Studies a Guide to Thesis Preparation that contains further instructions and forms.

Additional Course Work: Additional course work must also be taken in the major field, in courses numbered in the 500-700 range, with the following exceptions: In some programs (see your program director), a maximum of six semester hours may be taken in other

30-A maximum of nine semester hours will be allowed for courses—either courses numbered in the 500-700 range outside the major field, or one course (3-4 semester hours) numbered in the 400-499 range.

Allowance of graduate credit for a course in the 400-499 range (which must be part of the six semester hours mentioned above), is subject to the following conditions:

1. Approval is given by the program director.
2. The student must agree to do work of a higher order and broader scope than is required of an undergraduate student in the same class.
3. The student must secure a letter of permission from the instructor, with approval by the program director and dean of graduate studies. Presentation

of this letter shall indicate acceptance of responsibility for the instructor's assigning the additional work, but the student must take the initiative in arranging such work.

Residence

Academic residence is defined as enrollment in and regular attendance at some courses of graduate instruction at St. Bonaventure University. The minimum period of residence for a master's degree is two semesters of the regular academic year. Students who attend during the regular academic year and also during the summer session may count any two summer sessions as one semester of residence. Five summer sessions are required to fulfill the minimum time requirement for summer-only students. If St. Bonaventure University has accepted the transfer of six graduate credits earned in another graduate school, the time spent by the student in earning these credits elsewhere will be accepted in lieu of one summer session of residence at St. Bonaventure University.

Time to Degree

All course work which is to be credited toward the master's degree must have been enrolled in and completed within six calendar years prior to the date on which the degree is to be awarded. When recommended by the student's program director and approved by the dean of graduate studies, as many as six semester hours of course work, including transfer courses, completed between 6 and 10 years prior to the degree date may be validated by appropriate assessment. Course work more than 10 years old will not be permitted for degree credit.

Transfer of Credit

The following guidelines apply to the transfer of credit to an SBU graduate program

- 1) Requests to transfer credit into a St. Bonaventure University graduate program should be made directly to the program director — who will determine transferability of credit. The program director will notify the student of the credit transfer decision.
- 2) No more than six (6) credit hours may be transferred into an SBU graduate or certificate program. Some academic departments are more restrictive with regard to credit transfer. This information will be shown in the program specific portions of the catalog.
- 3) Transfer credit will not be granted for courses in which a grade lower than a B was earned. Similarly, no credit will be granted for courses showing a grade of "Pass" or "Satisfactory." Courses taught as graduate-undergraduate offerings will normally not transfer.
- 4) Credit used in the completion of another degree (bachelor's or master's) at SBU or elsewhere may be accepted at the discretion of the program director.
- 5) Descriptions of the classes for which credit is sought should accompany a credit transfer request. The program director may request additional information (e.g. syllabus).
- 6) Students anticipating taking courses at another college for transfer back to SBU should first review the transferability of these classes with their SBU program director. If approved, the student must ensure that an official transcript for that work is sent to the SBU registrar.
- 7) All coursework, including transfer credit, must satisfy the time-to-degree requirement, as outlined in the Degree Requirements part of this catalog.
- 8) Coursework more than 10 years old will not be accepted for transfer credit.

Academic Load

A maximum academic load of 15 credits may be taken during the fall or spring semester. Graduate assistants are permitted to carry a maximum course load of 9 credits. During any summer session, six credits are considered maximum. Any exceptions to the maximum load limits stated must be approved by the dean of graduate studies.

Foreign Language/Research Requirement

Candidates for the Master of Arts and Master of Science degrees in some programs are required to demonstrate their ability to read one foreign language or to utilize an equivalent research tool. The master's degree candidates must select one such language or research tool, as specified by the program.

The language chosen must be approved by the department in which the student majors and must pertain to the discipline. The requirement may be fulfilled by the successful completion of the second semester of an intermediate foreign language course with a grade of "B" within four years of matriculation in The School of Graduate Studies or by passing a foreign language examination.

Foreign Language examinations are given by the Department of Modern Languages or the Department of Classical Languages. Examinations are held once a year in the Spring Semester. Students wishing to take the exam must submit the "Foreign Language Registration Form" to the Chair of the department offering the language by March 15th, and the exam must be taken by April 10th. The results of the exam are graded as "Pass" or "Fail."

Upon completion of the exam, the chair of the department offering the

exam will report the result to the Dean of Graduate Studies, the Director of the Graduate Program in which the student is enrolled, and the registrar on a form adapted from the form now called "Report to the Dean of Graduate Studies Regarding the Language Requirement."

The research tool must be related to the discipline, be recommended by the program director, and be approved by the Dean of Graduate Studies. The procedures for fulfilling this requirement are specified by the candidate's department, and this information can be obtained from the program director.

Students should fulfill this requirement at the earliest possible date.

Comprehensive Examinations

All students who take comprehensive examinations must be enrolled in regular status. Every degree candidate enrolled in a thesis program must take and pass both a written and oral comprehensive examination in the major field. Every degree candidate in a non-thesis program must take and pass a written comprehensive examination in the major field. The degree candidate in a non-thesis option may or may not be required to take and pass an oral comprehensive depending upon the requirement specified by the major department.

Written Comprehensive Exam

Ordinarily, this examination may be taken, at the earliest, within the last term in which the student will complete formal course work requirements for the degree. However, some departments have set other requirements for the timing of the written comprehensive examination. When this is so, it is noted in the departmental description in this catalog. The student's major professor

will set the date, time and place of the exam.

A student who desires to take the written comprehensive examination in a particular term must notify his or her major professor no later than 30 days before the end of the term. Any failure to comply with this regulation renders the student liable to forfeit the right to take the examination in the term in question. Upon receipt of a request to take the examination, and before setting the examination, the major professor shall check the student's record as recorded in the Registrar's office. To facilitate this check, the Registrar's office will supply, if requested, the major professor a condensed statement of the student's record.

The examination will cover the student's entire major field.

The major professor is responsible for promptly reporting the results achieved in the examination to the Registrar's office. This report must be filed no later than three days prior to the date of Commencement.

If a student fails the written comprehensive examination, he or she may apply directly to the department concerned for re-examination. No student may take more than one re-examination.

Oral Comprehensive Examination

This examination may be taken only when the following conditions have been satisfied:

- a. All formal course requirements have been completed or are within 21 days of completion.
- b. The thesis, if required, has been approved by the major professor.
- c. The copies of the thesis with the reader's reports have been returned to the major professor.

The regulation and procedures of arranging for and setting the time of the Oral Comprehensive Examination are

the same as those for the Written Comprehensive Examinations as described above.

This examination will be conducted by an Examining Committee consisting of the student's major professor, who serves as chair of the committee, the candidate's instructors in both the major and the minor fields, and such other members of the graduate faculty as may be invited by the chair to serve on the committee. The following are ex officio members of all Oral Examining Committees and as such have the right, whether or not it is exercised, to serve on these Committees: the president of the University, the academic vice president, the dean of that school of the department giving the examination, and the dean of graduate studies. Any member of the graduate faculty may attend an Oral Comprehensive Examination but, unless a member of the committee, may not participate in the examination and evaluation of the candidate.

The oral examination is customarily based upon the thesis and supporting areas but it may be extended to cover the entire scope of the candidate's program of work.

Supervision of Program

The general requirements and limitations stated in the foregoing sections apply to all programs for the M.A., M.S., M.S.Ed., or M.B.A. degree in every department of the University. They have been established by the Graduate Council of St. Bonaventure and neither the dean of a school nor the program director of a department has authority to waive any of these requirements. Waivers of these requirements must be recommended by the dean of graduate studies and approved by the vice president for academic affairs.

Within these limits, the program director of the student's major department, assisted and advised by the student's major professor, has jurisdiction over the student's program. This means that the program director has the duty, responsibility, and authority for advising and instructing the student in all such matters as:

- a. determination of the nature and extent of any deficiencies in the undergraduate preparation and prescription of such additional undergraduate work as may in his or her estimation be required to make up such deficiencies.
- b. selection of the minor field if required.
- c. selection of specified courses to be included in the student's program.
- d. sequences of courses.
- e. substitution of courses.

Accordingly, the graduate student is required to consult the program director of his major department (not the School of Graduate Studies) on all such matters.

Grading System

Letter Grades: Grades, which are represented by letters, are given point values as indicated:

- A 4.0 quality points per credit
Distinguished Course Work
- A- 3.7 quality points per credit
Very Good Course Work
- B+ 3.3 quality points per credit
Good Course Work
- B 3.0 quality points per credit
Adequate Course Work
- C 2.0 quality points per credit
Below Standard. No more than two Cs can be counted for degree credit. A C grade implies that the quality of the work is below the average expected of graduate students.
- F 0.0 quality points per credit
Failure

Other grade options are:

- I Incomplete
- IP In Progress
- P Passing
- W Withdrawn
- AU Audit. No credit or quality points awarded.

The credit hours for courses in which P, W, I, or IP are awarded are not considered in calculating either the semester or the cumulative index; hours in courses awarded F will be included in hours attempted and will be used in calculating the semester index and the cumulative index. A W may not be given within three weeks before the last scheduled class of the semester or within two weeks before the last scheduled class of the summer session. Once a W is recorded, the grade can be changed only by retaking the course.

A grade of incomplete may be assigned to allow a student to complete course requirements in cases where significant and unexpected circumstances beyond student control occur in the course that prevents completion by the end of the semester/session. Therefore, the work to be completed to remove an incomplete grade may not be new, additional, or extra credit work, but must be the regular course requirements expected of all students in the course. A final grade must be submitted no later than the third week prior to the termination of the subsequent academic semester. Failure to complete the required work within this time limit will result in a grade of F being recorded on the transcript, unless the instructor requests a grade of W. Once an F is recorded, the grade can be changed only by retaking the course.

The IP grade is reserved exclusively for research, thesis, field experience and for other courses in which the research may extend beyond one semester. It will be replaced by a suitable grade upon completion of the work.

The grade of P or F may be assigned to workshop or institute courses rather than a letter grade. In addition, the grade may be assigned to Independent Study courses with the approval of the Instructor and the department chair/program director. The P/F option must be specified within the first two weeks of the course. No more than six credit hours with a grade of P may be applied towards the master's degree.

Academic Scholarship

While it is necessary to indicate minimum quantitative standards for graduate degrees and these have been stated, the mere accumulation of graduate credits is not of itself sufficient to earn a graduate degree at St. Bonaventure University. The quality of the work is of paramount importance and is the decisive consideration in establishing eligibility for a graduate degree.

The minimum cumulative average that qualifies for a degree is 3.00 (B average). In addition, when a student receives an F or a second C, his or her overall performance will be evaluated by the major department to determine whether he or she should be allowed to continue in the program. The acquisition of another grade less than B will result in termination of a student's program.

Commencement

Announcement of Intention to Graduate

All candidates who expect to complete their work and receive a

graduate degree at a scheduled Commencement must announce this intention to the Registrar's Office within the first two weeks of that term in which they expect to receive the degree. Included in this announcement must be the candidate's name typewritten exactly as he or she desires it to appear on the diploma. Forms are available in the Registrar's Office.

Time at which degrees may be conferred

Graduate degrees will be conferred three times a year, after fall, spring, and summer sessions. May graduates not attending Commencement, and December and August graduates should make arrangements with the Registrar's Office for forwarding their diplomas.

Participation at Commencement

Graduate degree candidates who have three or fewer credit hours of course work remaining at the date of the exercise may participate. Signed participation agreement forms must be submitted to the Registrar's office by either Nov. 15 or April 15, depending on the graduation ceremony.

Academic Garb

Except for members of the clergy and religious orders, candidates for graduate degrees are required to wear academic garb while participating in the Commencement exercises. The academic garb is available for sale through the bookstore one week prior to Commencement.

Expenses & Financial Aid

FALL 2015-SPRING 2016 TUITION, ROOM AND MEAL PLAN

Graduate tuition per credit hour	\$ 711.00
Room (average).....	5,856.00
Meal plan (average).....	5,572.00
(graduate students are not required to be on meal plan)	
Audit (per course).....	711.00

Discounts are available for senior citizens and SBU alumni. Contact the Bursar's office for more information.

OTHER FEES

Late Payment Fee	100.00
Transcript Fee (per copy).....	5.00
Medical Service Fee	50.00
per semester (with completed SBU Medical Record)	
Health/Accident Insurance (optional) (per year).....	997.00
Parking Permit (main campus)	25.00
Richter Center.....	115.00 (per semester)
	20.00 (per summer school session)
Graduation Fee (final semester)	100.00

The University reserves the right to alter the above fees without notice.

Refund Policy

Tuition, room and board will all be refunded according to the following schedules:

FALL AND SPRING SESSIONS:

Refundable (no refund after 9th week)

1st week	90%
2nd & 3rd week	80%
4th & 5th week	70%
6th & 7th week	50%
8th & 9th week	25%

SUMMER AND 5-WEEK SESSIONS:

Refundable (No refund after 3rd week)

1st week	90%
2nd week	50%
3rd week	25%

Withdrawal Policy

Any student who withdraws from the University must give formal notice in writing to the University Registrar. 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. A form is available for individual course withdrawal (see changes in enrollment).

Federal Program (Title IV)

Regulations require each educational institution to have a written policy for the refund and repayment 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 based on the academic calendar up to 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 all accounts.

Financial Terms

Financial responsibility begins with registration for a course. Failure to attend will not cancel a bill. A student's registration is subject to cancellation if his or her charges for a semester are not paid by the due date specified on the bill. The due date for students who have pre-registered is the first day of class. Anyone who registers after the pre-registration date is required to make payment at the time of registration.

For Spring 2016, payment will be due Jan. 18, 2016.

For Fall 2015, payment will be due Aug. 31, 2015.

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. Deferments must be submitted in writing to the Business Office before approval is authorized.

Students who do not satisfy their accounts by the first day of classes will be assessed a \$100 late payment fee. Failure to settle accounts in full will prevent the student from receiving academic credit, future course registration, transcript of grades or any degree.

The University reserves the right to alter the above fees without notice. In light of economic fluctuations, it cannot insure that the tuition and other charges, as listed, will prevail throughout the student's attendance.

The student is held financially responsible for any laboratory equipment damaged or lost due to negligence, carelessness or failure to follow instructions.

Medical or Military Service Leaves

A leave for medical reasons may be granted by the Vice President for Student Affairs upon the written advice of relevant professionals. Such leaves are granted for one semester. In such cases, tuition will be pro-rated weekly as of the date the Vice President approves the medical withdrawal. Room and board will be pro-rated weekly as of the date the student officially began the withdrawal process or otherwise provided official notification. Students may request a review of their withdrawal type, withdrawal date and

refund calculation within 30 days of the issuance of the final SBU bill.

Students called to active military duty may request a military withdrawal through the University registrar's office. A military withdrawal will be granted with the completion of the required paperwork and once SBU has received a copy of the student's official orders or a notice from the student's commander. Provisions can be made for students required to leave campus immediately - that is, with little time to complete the required SBU paperwork.

In cases of military withdrawal, students will not be charged tuition for the semester of withdrawal, will receive a 100% tuition refund, and will be removed from all courses with no credit or record of attendance noted on his/her transcript. Room and board charges will be pro-rated based on the number of weeks the student has been enrolled and refunded accordingly.

SBU Scholarships & Grants

AmeriCorps Matching Grant

AmeriCorps volunteers accrue educational benefits (Segal Education Awards) that may be used to pay educational costs at eligible post-secondary education institutions. SBU will match this educational award – the only college in Western New York to do so. The dollar amount of a full-time award is tied to the maximum amount of the U.S. Department of Education's Pell Grant (for the 2015-2016 academic year, this amount is \$5,775). SBU will match the award completely for graduate programs up to 38 hours in length. The University will match 75% of two awards for grad programs 39-51 hours in length and will match two awards in full for students in the 60 hour mental health counseling program. The matching grant

will be applied to the student's account after the AmeriCorps funds have been received.

Those possessing lower level education awards may also receive a match.

Proof of Segal Education Award eligibility can be provided through a copy of the award certificate or a letter from the applicant's AmeriCorps program manager.

AmeriCorps members and alumni may choose a 20% tuition grant instead of the Segal Award match.

Aid based on AmeriCorps service cannot be used in conjunction with any other St. Bonaventure grant, scholarship, or waiver.

Bona Advantage Grant

Students who have graduated from St. Bonaventure University or Hilbert College will receive a 15% tuition discount for graduate study.

The Bona Advantage Grant cannot be used in conjunction with any other St. Bonaventure grant, scholarship or waiver.

Dean's Graduate Scholarship

Students can complete an application to receive a scholarship for graduate study provided they have and maintain a 3.0 cumulative GPA. The application is available on the graduate admissions website or by emailing gradsch@sbu.edu. Awards will be made to matriculated students on a program space-available basis.

The Dean's Graduate Scholarship cannot be used in conjunction with any other St. Bonaventure grant, scholarship or waiver.

Franciscan Mission Grant

Employees of Catholic organizations and schools will receive a 30% tuition discount for graduate study. Awards will be made to matriculated students on a program space-available basis and all part or full-time personnel are eligible. To confirm eligibility, applicants should provide a letter (on organizational letterhead) from a supervisor or human resource officer. Current students who take qualifying employment may receive the award beginning with the next new semester or summer term.

The Franciscan Missions Grant cannot be used in conjunction with any other St. Bonaventure grant, scholarship, or waiver.

Buffalo Schools Grant

Full-time and part-time staff members and teachers at public (including charters) and private schools in the city of Buffalo will receive a 20% tuition grant.

The Buffalo Schools Grant cannot be used in conjunction with any other St. Bonaventure grant, scholarship or waiver.

Other St. Bonaventure Aid

English Department Learning/Teaching Fellows

The Learning/Teaching Fellow program offered by the SBU English department offers unique financial support and teaching opportunities. See the program description in this catalog for more information.

The Learning/Teaching Fellow cannot be used in conjunction with any other St.

Bonaventure grant, scholarship, or waiver.

Graduate Assistantships

The School of Graduate Studies at SBU offers a limited number of assistantship grants for the academic year and summer sessions. These awards are distributed among full-time students of the departments having graduate programs at the SBU campus in Olean and SBU's Buffalo Center; Hilbert College in Hamburg.

If you're interested, you may apply for an assistantship when you submit your application for admission or at any time during your full-time study at the University. Please contact the graduate dean's office at (716) 375-2379 with questions. New grad students should apply by Feb. 15 prior to the fall in which they will begin graduate study.

- Full-time assistantships provide a tuition discount of up to nine credit hours per semester, in exchange for up to 20 hours per week service to the sponsoring department. Full-time summer assistantships carry a six credit hour scholarship. **NOTE:** Assistantship benefits do not include health insurance or other SBU employee benefits.
- In general, graduate assistants should not take outside employment, including substitute teaching, without first consulting their supervisor.
- Graduate assistantships will not be awarded to students completing an MBA degree through SBU's five-year dual degree program
- Graduate assistantships cannot be used in conjunction with any other St. Bonaventure grant, scholarship, or waiver.

New York State & Federal Programs

TEACH Grant

The U.S. Department of Education's Teacher Education Assistance for College and Higher Education Grant (TEACH) Program provides up to \$4,000 per year to students who are completing or who plan to complete coursework that is required to begin a career in teaching, and who agree to teach full-time for at least four years:

- As a highly qualified teacher;
- At a school or education service agency (ESA) servicing low-income students;

And

- *In a high-need field*

Graduate students most likely to benefit are those pursuing SBU's Adolescence Education or Differentiated Instruction programs. The U.S. Department of Education maintains lists of high-need subjects by region. Learn more at www.studentaid.gov.

Veteran's Tuition Award

This New York state program provides financial assistance to help eligible veterans who are matriculated and studying on either a full-time or part-time basis. See www.hesc.com for the latest program information.

Graduate Federal Direct Loans

The Federal Direct Unsubsidized Loan Program allows graduate students to borrow up to \$20,500 per year without demonstrating financial need. Interest on Graduate Stafford loans will not be subsidized by the government meaning interest on the loan principal will accrue

while a student is enrolled in graduate study. The exception to this is that students in programs leading to state-issued teaching certificates may receive the interest subsidy. Federal Direct loans are paid through a student's school in one or more installments, and are first applied against tuition and fees, room, board and related school expenses. If loan money is left over, this is refunded to the student. To apply for a Graduate Stafford Loan, a student must file the FAFSA and complete the Student Loan Request Form (provided by the financial aid office), which SBU will use in the Direct Lending process. Graduate students should complete the FAFSA as an independent student.

As student loan provisions and policy are subject to change and this catalog is published on a two year cycle, graduate students should refer to outside sources for the most up to date information.

Graduate Federal PLUS Loans

The Federal Direct Graduate PLUS Loan allows parents of graduate students to borrow up to the cost of attendance minus any other financial aid received. Cost of attendance is defined as education related expenses, such as: tuition, fees, room, board, and books. Applicants must file the Free Application for Federal Student Aid (FAFSA) and complete the necessary SBU forms before the Graduate PLUS Loan can be awarded.

PLUS Loan funds are disbursed directly to a student's school to pay tuition, fees, room, board, and other authorized charges. If the loan disbursement amount exceeds your charges, SBU will pay you the remaining balance directly by check or direct deposit.

Alternative Loans

An alternative education loan is a non-federal educational loan through a private lender. Alternative loans may be used in addition to or in place of the Federal Direct Unsubsidized Loan and Graduate Federal PLUS Loan. Be sure to exhaust all federal loan options prior to considering an Alternative Loans.

You are able to select the lender for your Alternative Education Loan. If you do not have a lender in mind, please refer to www.elmselect.com for a list of possible lenders.

Opportunities for Work

Bona Work Program

This University funded program is not need based. Opportunities exist based on departments' needs and students' willingness to work. Earnings are not subtracted from a student's account as other aid; earnings are paid as a biweekly pay check. Job opportunities are posted on the website.

Other Sources of Aid

American Indian Graduate Center

Native American applicants should check out the possibilities described on the American Indian Graduate Center website at www.aigc.com.

Community & Civic Organizations

While most community-based scholarship programs are geared toward undergraduate students, some may support graduate students. A local high school guidance counselor can be a good source of information on this. It's also wise to explore the Web sites of area community foundations.

Employer Tuition Benefits

Some employers have tuition reimbursement plans for staff that pursue additional schooling. Department managers and human resource officers are the best sources of information.

Additional Information

Loan Forgiveness & Income-based Repayment programs

A variety of federal and state programs offering help to students who qualify are in place. All graduate students are encouraged to learn more about these programs at:

- www.studentaid.gov
- www.nasfaa.com
- www.hesc.com
- www.studentloans.gov

Senior Citizen Program

St. Bonaventure University encourages local senior citizens (privilege is extended to persons 60 years of age or older) to take advantage of its academic offerings. Accordingly, senior citizens are invited to enroll in undergraduate and graduate courses with the permission of the instructor and as space allows.

- Audit (no grade or credit received): Senior citizens may audit courses, with the permission of the instructor, for \$50 per course.
- Credit-bearing Course: For any course taken for credit, senior citizens will be required to pay \$180 per credit hour. These fees are subject to change.

SBU Alumni Audit Program

SBU alumni may audit a graduate-level course for \$50 (space permitting).

SBU Army Reserve Officers' Training Corps (ROTC)

ROTC scholarships are available for students pursuing graduate study in a variety of fields. Visit www.sbu.edu/rotc to learn more.

Veterans Educational Benefits

Educational benefits received through the Veteran's Administration may be applied toward an advanced degree. SBU is also a Yellow Ribbon School. Visit www.gbill.va.gov for more information.

Satisfactory Academic Progress (SAP)

For full-time graduate students to receive federal student financial aid, a student must be making Satisfactory Academic Progress, as defined by federal standards (for federal aid programs). Each student's progress will be evaluated at the end of each semester. SAP is achieved by maintaining an appropriate academic average (GPA) and a minimum number of successfully completed credit hours.

School of Arts & Sciences

Dean: David Danahar, Ph.D. (Interim)
Phone: (716) 375-2136
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Department of English

Master of Arts Degree in English

Director: Kaplin Harris, Ph.D., Associate Professor
Phone: (716) 375-2489
Fax: (716) 375-7665
E-mail: dellis@sbu.edu

Graduate Faculty:

D. Ellis, Ph.D., (Department Chair); K. Harris, Ph.D.; M. King, Ph.D.; L. Matz, Ph.D.;
P. Panzarella, Ph.D.; R. Simpson, Ph.D.; M. Walsh, Ph.D.

ADMISSIONS REQUIREMENTS

1. Fulfillment of the general admission requirements for graduate students.
2. Completion of the requirement to demonstrate a competency in reading Latin, French, German or Spanish. This requirement is usually fulfilled during the first year of graduate work.
3. Completion of not less than 24 semester hours (fewer in exceptional cases) in English, Comparative Literature, or the equivalent, such as coursework in another humanities-based field, on the undergraduate level with a success that indicates ability to pursue graduate work or equivalent preparation acceptable to the English department.
4. Approval of the candidate's qualifications for admission by the program director. The department reserves the right to test the candidate's knowledge of the general fields of English and American literature.

5. Submission of official scores reported on the Graduate Record Examination (GRE) — general test. A 10-15 page writing sample will be accepted in place of the GRE.

DEGREE REQUIREMENTS

1. Fulfillment of the general requirements for the master's degree.
2. Satisfactory completion of 30 credit hours in English graduate level courses.
3. All English graduate students must pass ENG 500: Bibliography and Methods of Research, and English 504: Composition Theory
4. A written comprehensive examination covering the required reading as listed on the English Graduate Reading List. For this examination, two grades are possible: Pass or Fail. Should the student fail in the first attempt, he or she is given one more chance to take those parts of the examination which have proved unsatisfactory. Students may not take the written comprehensive exam more than one time per any given semester.
5. An oral comprehensive examination, which takes the form of a thesis defense.
6. Learning/Teaching Fellows, Students who are awarded Learning/Teaching Fellows are required to meet on a weekly basis with the composition director. The meetings will be a *mandatory* condition of their award, but it will not be a curricular requirement. The meetings will provide intensive pedagogical training for tutoring or teaching.

COURSES, CREDIT REQUIREMENT, NEEDED HOURS

Bibliography (ENG 500) 3
Composition Theory (ENG 504) 3
Other areas (British/American) 24
TOTAL: 30

COMPREHENSIVE EXAMINATIONS

Written Comprehensive Exam:

All English Graduate students must pass the Written Comprehensive Examination to complete their degree requirements. The Written Comprehensive Exam is a three hour examination concerning the periods of English and American literature represented on the English Graduate Reading List supplied by the department. The exam consists of four essay questions that will be read and assessed by a committee consisting of three English department faculty members and graded pass/fail. Students should plan on taking the Written Comprehensive Exam in their final semester of the program. Students must register to take the written comprehensive exam with the Associate Director of English Graduate Studies in accordance with the deadlines listed on the University Calendar. If a student fails the Written Comprehensive Exam, he/she must wait until the following semester or session to take the exam again. Students who fail the Written Comprehensive Exam twice will be removed from the English Graduate program.

Oral Comprehensive Exam/Thesis Defense:

All English Graduate students must pass the Oral Comprehensive Examination to complete their degree requirements. This Oral Comprehensive will take the form of a one hour Thesis Defense. This examination will require the student to meet with his/her thesis committee to discuss the project in a question and answer format. The purpose of

the defense is to ensure that the student has sufficiently researched and argued the thesis at the graduate level.

The Thesis Defense is graded pass/fail. Students will take the Oral Comprehensive Exam/Thesis Defense in their final semester of the program. Students must register to take the Oral Comprehensive Exam with the Associate Director of English Graduate Studies in accordance with the deadlines listed on the University Calendar. If a student fails the Oral Comprehensive Exam/Thesis Defense, he/she must wait until the following semester or session to resubmit a revised thesis. Students who fail the Oral Comprehensive Exam/Thesis Defense twice will be removed from the English Graduate program.

THESIS REQUIREMENTS

The thesis is required for all students. Students will work under the direct guidance of an English Department Graduate faculty member and prepare the document in conformity with the regulations approved by the Graduate Council. Students will work with a thesis committee consisting of two English Department Graduate Faculty members: a Thesis Adviser and one faculty readers. The Thesis Adviser should be a professor working in the area of the thesis topic and will work out a time table for reading, conferences, and manuscript completion and revision with the student.

Students should begin to formulate their thesis topic early on in the program and engage in critical discussions with English department faculty members to refine the topic before submitting the project title and out- line to the Thesis Adviser. Students must enroll in ENG 699: Master's Thesis in each of the final two semesters of their graduate program. Satisfactory completion of the thesis and passing the Thesis Defense is a requirement for graduation. The Student must submit the project title and outline to his/her Thesis Adviser in accordance with the deadlines published in the University Calendar (approximately six months prior to the anticipated date of degree completion).

In the final semester of the student's graduate program, he/she must register for the Thesis Defense with the Director of Graduate Studies and schedule the defense with his/her thesis committee in accordance with the deadlines posted on the University Calendar. At that time, the student should present a clean copy of the thesis to each of the thesis committee members, thereby providing them with ample time to adequately read and assess the manuscript. Finally, students will participate in the Thesis Defense. See "Oral Comprehensive/Thesis Defense" for a description of that requirement.

Course Descriptions

All courses are offered on a two-year cycle with the exception of English 500, 599 and 699, which are available every year. All courses are 3 credit hours unless otherwise noted. The categories listed in parentheses following each course description indicate courses that fulfill each of the three areas of concentration required for the Pre-Professional Track (Early British, Modern British, American, Bibliography, and Literary Criticism/Theory).

ENG 500. Bibliography and Methods of Research. Methods and materials of research and an introduction to the problems of locating, assembling, and organizing material for the study of English literary history and criticism. (Bibliography)

ENG 501. Literary Theory. A study of the nature and function of literature and its relationship to the other arts with a view toward formulating basic theoretical and aesthetic problems. Developing writing and argumentative skills to incorporate and debate theory and its applicability to literature and culture will be emphasized. Literary works will be selected and studied to illustrate such formulations. (Criticism/Theory)

ENG 502. Literary Criticism. A study of the major critical statements from Plato to the New Critics, modern critical movements, and basic approaches to criticism. Strategies for incorporating critical approaches into student writing and developing critical thinking skills in more cultural, political, and aesthetic modes will be emphasized. Appropriate literary works will be selected to illustrate such studies. (Criticism/Theory)

ENG 504. Composition Theory. A study of the theory and practice of teaching composition at the collegiate level. Topics considered will include the historical, cultural and political contexts of multiple theories of pedagogy covered, as well as applications and assessment of each theory. In addition to the theoretical components of the course, class time will be dedicated to practical applications of theory to current pedagogy and curriculum for CLAR 110.

ENG 505. Teaching Practicum. English 505 is a continuation of ENG 504 that

requires students to examine competing pedagogies and theories of composition and rhetoric both theoretically and in practical applications. This course will require students to participate in research, writing, and collaborative activities centered around their experiences in the classroom.

ENG 524. Middle English Literature. An examination of such works as Sir Gawain and the Green Knight in the light of the historical and cultural backgrounds of the time, with emphasis on literary forms. (Early British)

ENG 525. Chaucer. An intensive study of selected works by the first great English poet. (Early British)

ENG 533. Shakespeare. A close reading of selected tragedies, comedies or histories, or combination of these, with special attention to the relationship between language and ideas. (Early British)

ENG 537. English Literature of the Seventeenth Century. A continuation of the preceding, from Donne through Milton. (Early British)

ENG 540. English Literature of the Restoration and Eighteenth Century. Principal works of the Restoration and eighteenth century are studied in a framework of literary and historical relationships, with particular emphasis on satire, print culture, English cultural study, and comedies of wit. (Early British)

ENG 547. The English Novel of the Eighteenth Century. A study in the development of the English novel, with emphasis upon the social and historical relevance of eighteenth-century popular cultural and authors such as Behn,

Haywood, Defoe, Swift, Fielding, Richardson, Sterne and Austen. (Early British)

ENG 551. Studies in English Romanticism. The poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, as well as selected other writers. Close attention will be given to the philosophical, social, and aesthetic forces that define Romanticism. (Modern British)

ENG 563. Studies in Victorian Poetry. Extensive reading in and study of selected poets of the period in the context of the aesthetic and cultural movements of the time. (Modern British)

ENG 567. The English Novel of the Victorian Period. Extensive reading in several novelists of the period, examining the shape and trend of the novel. Special attention will be devoted to such writers as Dickens, Eliot and Hardy. (Modern British)

ENG 572. American Literature of the Nineteenth Century. Extensive readings of a few selected writers of the period with a view to ascertaining their philosophical and aesthetic tenets. (American)

ENG 574: American Literary Movements. Considerations of one or two of the major aesthetic trends in American literature. These trends include: Romanticism, Realism, Naturalism, Modernism, Postmodernism, Contemporary/Genre Fiction. If two trends are studied, they are the two parts of a historically-progressive dyad (e.g.; Modernism & Postmodernism). Although the course is usually taught as an expansive sampling of various authors, it may also be taught with a narrower focus upon two or three

extremely influential authors (e.g.: Hawthorne and Melville). (American)

ENG 581. The English Novel in the Twentieth Century. Readings and analysis of the novels of a few selected writers in the period from 1900 to 1950, with the major emphasis on the first two decades, and especially upon such novelists as James, Conrad and Joyce. (Modern English)

ENG 583. Modern Poetry. A study of representative poets of the twentieth century, with emphasis upon the poetic theory necessary for an appreciation of their works. (varies by topic)

ENG 584. American Literature of the Twentieth Century. Reading in Modern American fiction, with special emphasis on the novel. The course may cover modern classics such as Hemingway and Faulkner or more strictly contemporary writers like Pynchon and Morrison. (American)

ENG 586: Political Dimensions of the American Novel. Investigations of the role of the novel in reflecting, reexamining, reproducing, possibly redefining the economic and political power relationships that prevail in the United States of America. Different topics/themes have included: representations of America's evolution into a superpower; explorations of race relations; power, voice, and gender. (American)

ENG 599. Special Topics. This course will explore special topics in literature and language.

ENG 699. Master's Thesis. Students must register in each of their final two semesters as they write the thesis.

ENG 700A-700B. English Elective
English elective for approved transfer

course work that has no equivalent at St. Bonaventure University. 1-6 credit hours.

School of Business

Dean: Carol Fischer, Ph.D. Fax: (716) 375-2191
 Phone: (716) 375-2092 E-mail: cfischer@sbu.edu
 Website: www.sbu.edu/business

GRADUATE FACULTY:

P. Barretta, Ph.D.	Z. Khairullah, Ph.D., CPIM	J. Stevens, M.A.
C. Case, Ph.D.	D. King, M.B.A., CPA	D. Swanz, LL.B., J.D.
C. Coate, Ph.D., CPA	J. Mahar, Ph.D.	M. Wilson, Ph.D.
C. Fischer, Ph.D., CPA	B. McAllister, M.B.A., CPA	C. Wittmeyer, Ed.D.
M. Fischer, Ph.D., CPA	T. Palmer, Ph.D.	
M. Kasperski, M.B.A., CPA	M. Russell, Ed.D.	
D. Khairullah, Ph.D.		

ACCREDITATION

The St. Bonaventure University School of Business is accredited at both the undergraduate and graduate levels by AACSB International, the Association to Advance Collegiate Schools of Business.

MISSION

*"The St. Bonaventure University School of Business
 Develops Responsible Leaders for the Greater Good and the Bottom Line."*

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.

VISION

The St. Bonaventure University School of Business seeks to be recognized as the premier Franciscan business school, one that excels in business education, applied scholarship, and impactful engagements with the regional, national, and global communities in which we live.

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 “sake of truth,” sense of awe for God’s creation, reflection, community, and humility. 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.** Guided by our Franciscan heritage, our curriculum will emphasize the development of leadership, management, teamwork, technical knowledge and critical thinking. We will create an environment that provides abundant opportunities for interaction among all members of the University community, as well as graduates 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.
- 2. Improve the education of our students by pursuing scholarship and fostering a culture of discovery.** These activities include making meaningful contributions to education, business practice, academic knowledge, and exploring the role of Franciscan values in the contemporary business world.
- 3. Manifest our values through lives that include committed citizenship and impactful community service and engagement.** By joining the faculty in community service and engagement, our students will acquire a deeper understanding of themselves, their world, and knowledge about specific information being addressed in our business curriculum. The emphasis is on encouraging a deeper investment in a process that involves a broader, more integrative approach to learning and scholarship. In an increasingly diverse society, this requires that students experience and explore situations that are not ordinarily a part of their lives and, in so doing, provide opportunities for expanding the limits of their knowledge.

Master of Business Administration – M.B. A.

Program Director: Brian C. McAllister, M.B.A., CPA.

Phone: (716) 375-2098

Fax: (716) 375-2191

Email: mba@sbu.edu

PROGRAM FORMAT

The School of Business offers the MBA Program in three different formats: part-time, full-time and weekend. Students may enroll in courses taught under any of the formats. Students may enter the MBA program with any of the Buffalo Center five week sessions. All courses are taught by predominantly by St. Bonaventure faculty.

Weekend Format: Classes are held on Friday evenings from 6 to 9 p.m. and Saturdays from 9 a.m. to 2:30 p.m., predominantly at the University's Buffalo Center, located on the Hilbert College Campus in Hamburg, N.Y. Eight modules, each with a variety of classes, are offered during the academic year.

Weekday Format: Classes are held once a week in the late afternoon (typically 2:30 p.m. to 5:10 p.m.) or early evening (6 p.m. to 8:40 p.m.) predominantly at the University's main campus. Students can take up to five courses per semester in a traditional semester-length format.

"Business Policy (MBA 649)" is only offered at the University's main campus; sections in the "Weekend Format" are offered regularly. Further, other courses may be offered in the "Weekend Format" at the main campus or in the "Weekday Format" at the Buffalo Center using St. Bonaventure's co-located classroom technology.

Full-time vs. flexible: Students may be able to proceed on a full-time or flexible (e.g., part-time) basis at the University's main campus or at the Buffalo Center. Students may enter the MBA program at the beginning of any of the Buffalo Center five-week modules or at the beginning of any regular semester at the University's main campus.

Students, with the appropriate academic background, may be able to complete degree requirements in about fifteen months. Most students (again depending on undergraduate preparation) complete degree requirements in approximately two years. Students that (1) have an appropriate academic background, (2) are in good academic standing, and (3) are flexible with scheduling *may be* able to complete MBA degree requirements in one year. Students are invited to discuss scheduling options with their graduate advisor.

ADMISSION REQUIREMENTS

1. An undergraduate degree from an accredited institution; applicants who have earned a 3.3 GPA are required to obtain a satisfactory score on the GMAT or GRE, as determined by the MBA program director.
2. Official transcripts from institutions attended.
3. A resume.

Students are encouraged to complete their applications at least two months before their expected start date.

DEGREE REQUIREMENTS

The MBA Program is open to eligible students from all undergraduate majors. It is a 42 credit (14 course) program consisting of Foundation Courses (9 credits), the Business Core (12 credits), Qualitative and quantitative breadth courses (6 credits), the Graduate Electives (12 credits) and a capstone course (3 credits). The minimum number of credits required for the MBA degree is 30 (excluding Foundation Courses). A detailed plan of study is developed for each student by the M.B.A. program director based on the academic preparation of the student.

Foundation Courses are designed to ensure that all students have common academic business knowledge as well as some breadth in the concepts and tools used in upper-level courses and in business. Students who have completed equivalent courses at the undergraduate level within the last seven years with a grade of "C" or better may be eligible for course waivers on some or all of these courses.

Foundation Courses include: (9 Credits)

MBA	515F	Quantitative Foundations for Management
MBA	516F	Accounting & Finance Foundations
MBA	517F	Economic Foundations

The Business Core is designed to ensure that all students have an advanced conceptual framework for analyzing and solving business problems. Students who earned an undergraduate business major in an area (Core) listed below *may be* waived out of the (one) equivalent Core course.

The Business Core includes: (12 Credits)

MBA	610	Financial Management
MBA	612	Marketing Management
MBA	613	Organizational Behavior
MBA	616	Accounting Practices and Analysis

The Graduate Electives (12 credits) allow students to pursue studies in specific areas of interest. A broad selection of elective courses are offered besides courses listed in the Graduate Catalog from "MBA 622" through "MBA 699" (excluding "MBA 649"), additional courses may be available as Special Topics courses (MBA 696 and MBA 698).

MBA students may also take up to two courses offered through the Integrated Marketing Communications (IMC) program as business electives. The specific IMC courses that qualify as MBA electives are determined by, and approved by, the MBA Director and the Director of the IMC program. Business Policy (MBA 649) is the capstone course of the program and fulfills the School of Graduate Studies requirement of a written comprehensive exam.

One Qualitative Breadth Course (3 credits) and one Quantitative Breadth course (3 credits) are required. The MBA Director will maintain a list of all courses that satisfy these requirements.

FIVE-YEAR ACCOUNTING PROGRAM

A Five-Year Accounting Program is offered to prepare its graduates to serve the business community as accountants. The program builds on the strengths of our successful undergraduate program. It is a full-time integrated program that begins during the senior year of the student's undergraduate studies. It is designed to meet the New York State requirements and prepare students for the Certified Public Accountant (C.P.A.) exam. Details of this program are included in the undergraduate catalog. Students interested in pursuing this program should contact the 5th year program coordinator.

COURSE DESCRIPTIONS

(All courses are three credits)

MBA 515F. Quantitative Foundations for Management. This course aims to introduce the student to the mathematical and statistical basis for managerial decision making. After a review of basic algebraic tools, functions, exponentials, logarithms, and elementary series, we will consider the basics of financial mathematics, the theory of interest rates, and introduce the elements of limits and differential calculus. The statistical part of the course with an analysis of measures of central tendency, variation, and other summary statistics. This course also covers a priori probability and probability distributions; estimation, hypothesis testing, and an introduction to regression analysis. Emphasis is centered on the use of these techniques in data analysis.

MBA 516F. Accounting and Finance Foundations.

This course is designed to present accounting as the language of business. It defines the basic assumptions, principles, and concepts of accounting. Understanding business enterprises through the assertions included in financial statements is emphasized. The course also introduces the basics of managerial accounting practices as a

support system for business decisions and provides an overview of selected topics in corporation finance.

MBA 517F. Economic Foundations. An analysis of the allocation, production, consumption, and distribution of wealth in the macroeconomic system and for the micro-units. A review of monetary and fiscal policy is provided.

MBA 610. Financial Management. The purpose of this course is to illustrate the financial decision-making process. Areas of concentration include risk management, capital budgeting, the cost of capital, capital structure, corporate governance, mergers and acquisitions, and working capital management. The course uses cases and supplemental readings. Prerequisite: MBA 515F, MBA 516F, and MBA 517F.

MBA 611. Qualitative Breadth Course: Legal Environment of Business. The purpose of this course is to recognize the impact of the law on management and marketing decision making. Dealing with government agencies, protecting intellectual property, avoiding antitrust traps, and product liability issues are among the highlights.

MBA 612. Marketing Management. The course is designed to examine marketing concepts with an applied approach to the integration of marketing functions and strategies. The course will cover analysis of the problems confronting marketing managers in the evolution of marketing opportunities, selection of target markets, development of marketing strategies, planning of marketing tactics, and implementation and control of the marketing efforts in the ever changing environment. Issues and problems related to global marketing and ethics will be addressed. Case studies will be used.

MBA 613. Organizational Behavior. This course offers an in-depth investigation into the human side of managing. Organizational Behavior involves the role of management in organizations and how people interact in a work environment. This course explores individual, group and organizational systems. Topics include: employee motivation; group dynamics; interpersonal behavior; leadership and power; diversity; values that guide organizations; qualitative decision making; dealing with personalities; change management, and how to influence others.

MBA 614. Quantitative Breadth Course: Management Science. The course introduces students to analytical approaches and to models used in business decision-making. Topics include mathematical programming, queuing theory, simulation, mathematical programming, project management, and decision theory. Problem formulation, use of software for analyses, and interpretation of results are emphasized. Prerequisites: MBA 515F

MBA 615. Contemporary Accounting Theory. Abilities to view contemporary accounting practices from historical, political, social, and economic perspectives are developed in this course. Financial reporting, management accounting and auditing practices may be explored. Ethical and global issues are also considered. Prerequisite: MBA 516F and MBA 616 or Permission of Instructor.

MBA 616. Accounting Practices and Analysis. The purpose of this course is to provide practical accounting knowledge useful in the operation of an organization. The course includes topics from both the financial and managerial accounting areas. The financial accounting coverage includes an understanding of financial statements and a skill set to analyze financial statements. The managerial accounting coverage includes the costing of products and services, financial budgets and planning, and a number of internal decision models. Prerequisite: MBA 601.

MBA 622. Federal Taxation. 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 nonbusiness deductions; tax accounting methods and taxable periods; gains and losses on dispositions of property; and basic tax concepts related to partnerships and corporations. Prerequisite: MBA 516F or Permission of Instructor.

MBA 623. Advanced Cost Accounting. A specialized course comprising in-depth analysis of process costing, job-order costing, standard costing, direct costing, and activity based costing. Other topics include cost-volume-profit analysis, relevant costs and revenues, joint and

by-products, and budgetary controls and variances. Prerequisite: MBA 516F.

MBA 624. Production Management. This course focuses upon the production process and managerial decision-making. Operations of manufacturing as well as service organizations are covered. Topics include forecasting, aggregate planning, scheduling, inventory planning and control, quality control, plant layout, and facility location. Prerequisite: MBA 515F.

MBA 626. Investments. An introduction to the various types of investment securities such as common stocks, bonds, warrants, options, and investment company shares. Emphasis is placed on the risk-return characteristics of these securities and their use in various investment strategies. Prerequisite: MBA 516F and 517F.

MBA 627. Derivative Securities and Financial Engineering. This course examines the use and valuation of derivative securities. Emphasis is placed on the techniques of option valuation in the context of the risk neutral pricing paradigm, including the Black-Scholes Option Pricing Model and the Binomial Option Pricing Model. The use of options and futures as risk management tools for hedgers and speculators is also examined. The course concludes with application of valuation techniques for complex securities. Prerequisite: MBA 515F, 516F, and 517F.

MBA 628. Qualitative Breadth Course: Managerial Economics. Applications of microeconomic theory to business problems. Topics include a review of simple linear and multiple regression techniques, demand and supply, production and cost functions, and a

mathematical analysis of the different market models. The tools developed are applied to the study of common problems faced by managers.

Applications may include the principal-agent problem, risk, cost management, market structures, strategic pricing, and product differentiation. Some macroeconomic topics may also be discussed.

Prerequisites: MBA 515F and MBA 517F.

MBA 630. Students in Money

Management. The primary purpose of the student investment fund course is to provide business students an opportunity to experience firsthand the management of a real investment portfolio. Using money donated by alumni and others, student will be responsible for determining and monitoring overall asset allocation, for selecting individual equity and fixed income investments that conform to the investment policy statement, and for managing administrative issues. It is a student-run investment portfolio organized much like an independent money management firm with a management team and different functional areas. Therefore, the progress of the fund and implementation of the investment strategy (determinants of your grade) rely heavily on student initiative.

MBA 632. Human Resource

Management. This course involves decision made within an organization that directly affect or influence the people (human resource) employed by the organization. An overview of the following topics include: recruitment and hiring, orientation and training, benefits administration, wage and salary administration, labor relations/conflict resolution, job evaluation/job descriptions, performance appraisal.

Safety and health, and compliance with government laws and regulations.

MBA 636. Marketing Research. This course involves a study of the process of carrying out a marketing research project. Topics include the identification of information needs and research objectives; development of a plan for conducting the research; sample selection and design of research instruments; data collection and analysis; and reporting research results. An attempt is made to have the class conduct empirical studies on typical marketing research problems. Prerequisites: MBA 608 and MBA 612.

MBA 638. Consumer Behavior. This course is designed to provide further insight into the nature of the consumer decision-making process. In order to accomplish this, various other disciplines must be studied. The marketing and behavioral science literature pertinent to the following subject areas is examined: perception, learning, motivation, personality, attitude, beliefs, social processes, social class, and culture. Finally, several models of consumer decision-making are studied and their practical implications for marketing strategy are discussed. Prerequisite: MBA 612.

MBA 639. Behavioral Finance. This course is an exploration of the boundaries between traditional finance and economics (both of which rest heavily on rationality) and psychology that examines the human behavior. The course explores the field from both the financial side as well through psychology and the new field of neuroscience. One of the outcomes of this course is the ability to identify and understand key behavioral biases and how emotions can influence decision making.

MBA 640. E-Commerce. This course is intended to supply students with an overview of the electronic commerce phenomenon and aspects of the digital workplace. The course introduces contemporary management philosophies as they have come to be used for the marketing, selling, and distribution of goods and services through the Internet, web and other digital media. The course will emphasize e-commerce strategies and provide students with an overview of Web 2.0/Web 3.0 basics and e-business models.

MBA 641. International Accounting. This course is designed to assist students in their development as managers in a global economy. The course emphasizes the differences in financial reporting among countries and the reason why such differences developed. Students will be able to develop a foundation of international accounting methodologies; read and interpret international financial statements; and understand basic international financial accounting, auditing, and managerial accounting and taxation issues. Prerequisite: MBA 516F and MBA 616 or Permission of Instructor.

MBA 643. International Legal Environment. Understanding the rules of international trade spells survival in our global economy. Familiarity with domestic rules does not satisfy international needs. The course concentrates on the rules of international contracts, governmental control of exports and imports, international sourcing, regionalization, methods of payment and protection of intellectual property.

MBA 644. International Marketing. This course focuses on the problems and issues faced by multinational enterprises in conducting market research,

undertaking market segmentation, and developing product, price, distribution and promotional strategies for their overseas markets. The course also examines macro-environmental factors such as economic, political, legal, geographical, and cultural issues that impact international marketing. Prerequisite: MBA 612.

MBA 645. International Management.

This course examines the fields of International Management and Comparative Management with a view to providing the student the basic conceptual skills and notions of the discipline. The main objectives of the course are to examine and evaluate existing theory and concepts in the international management area and to develop an appreciation of global management issues. Prerequisite: MBA 613.

MBA 646. 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 U.S. businesses in China.

MBA 647. Organizational Leadership.

The primary focus of the course is to teach leadership theory and concepts, to improve ability to apply the theory through critical thinking, and to develop leadership skills. The course examines organizational leadership from the perspectives of the individual, the group, and the organizational system as a whole, with a focus on team building, communication skills, and ethical decision-making in businesses.

MBA 648. Negotiation/Conflict Management.

This course explores the dynamics of interpersonal and

intergroup conflict; the negotiation process; the economic structure of negotiation; game-theoretic models; the basics of competitive, distributive, win-lose negotiation; collaborative, integrative, win-win negotiation; and the differences between interpersonal, intragroup and intergroup negotiation.

***MBA 649. Business Policy.** The purpose of this course is to provide the student with a practical, normative, and integrated approach to top management decision-making. Case studies are used which require students to apply their knowledge of accounting, finance, economics, marketing, and the behavioral sciences to organizational problems. This course fulfills the requirement for a written comprehensive examination and may not be taken until all core courses have been completed or are in progress. **This course meets on the St. Bonaventure campus only.*

MBA 650. Business Ethics. This course concentrates on dealing with ethical decision making in business. In today's corporate environment, businessmen and women are not only required to be aware of legal issues confronting them, but also of ethical matters that have profound effects upon them personally, their corporations, employees, officers, directors, shareholders and community.

MBA 651. Systems Analysis and Design.

This course provides an overview of system theory. It addresses the techniques for system analysis, testing, and implementation. Special attention is given to computer-based information systems used in the business environment.

MBA 652. Intermediate Financial Reporting.

MBA students will benefit from increased exposure to accounting

and financial reporting areas not specifically covered in detail in other MBA courses. Topics include accounting for earnings per share; income taxes; leases; pensions; and other supporting topics. Prerequisite: MBA 516F.

MBA 653. Sports Marketing. This course investigates the rapidly developing sports industry from a marketing perspective. It is based on the belief that sports marketing is consumer-driven, global in scope, and managerially controllable in nature. The course is designed to familiarize students with terms and tools needed in the sports industry and to develop skills that assist critical thinking for continued growth in this unique business setting. It includes an introduction to research, segmentation, product development, pricing, licensing, and communications. Prerequisites: MBA 612

MBA 696. Special Topics in Accounting and Finance. These courses will focus on special topics in accounting or finance of interest to faculty and students.

MBA 697. Independent Study in Accounting and Finance. Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA 698. Special Topics in Management and Marketing. These courses will focus on special topics in management or marketing of interest to faculty and students.

MBA 699. Independent Study in Management and Marketing. Limited opportunities may be available for

special study and research projects under the direct supervision of a faculty member.

The following courses are designed specifically for students enrolled in the "Five-Year Accounting Program." Other students may enroll in these courses with the permission of the instructor.

MBA 629. Auditing Applications and Cases. The application of generally accepted auditing standards to the major operating cycles of an organization will be studied. This will include both financial statement and non-financial statement environments. An extensive review of current auditing literature is included and case analyses will be used. Prerequisite: ACCT 405.

MBA 633. Federal Tax Policy. A critical study of the development of tax systems and the economic and political factors underlying the U.S. federal tax system. Emphasis is placed on the effects of taxes and expenditures, the distribution of taxes, and recent historical trends in taxation. Prerequisite: ACCT 404.

MBA 635. Accounting Theory and Research. The objectives of this course are to develop students' understanding of several major, empirically-based theories of accounting as well as students' abilities to analyze accounting practices through these theoretical frameworks. Emphasis is placed on understanding historical underpinnings of accounting, on understanding accounting as a social and political process, and on understanding the economic value of accounting information. The central focus of this course is on financial reporting-related issues. Prerequisite: ACCT 401.

School of Education

Interim Dean: Nancy Casey, Ed.D.
 Phone: (716) 375-2394
 Email: ncasey@sbu.edu

School of Education Phone: (716) 375-2313
 School of Education Fax: (716) 375-2360
 School of Education Web: www.sbu.edu/education

GRADUATE FACULTY:

A. Brown, Ph.D.	D. Lawrence-Brown, Ph.D.	K. Wieland, Ph.D.
N. Casey, Ed.D.	D. McDonough, Ed.D.	J. Zimmer, Ph.D.
A. Fisher, Ed.D.	A. Silliker, Ed.D.	C. Zuckerman, D.Ed.
R. Hauser, Ph.D.	C. Siuta, Ph.D.	
C. Hunt, Ph.D.	B. Trolley, Ph.D.	

Master of Science in Education (MSED)

Differentiated Instruction
 Differentiated Instruction
 – Students with Disabilities
 Counselor Education
 (Clinical Mental Health)
 School Counseling
 Rehabilitation Counseling
 Educational Leadership
 Literacy – Childhood
 Literacy – Adolescent

Master of Science in Education (MSED) Plus Certification

Adolescence Education (7-12)

Certification Programs

Educational Leadership
 • School District Leader
 • School Building Leader

Advanced Certificate of Specialization

School Counseling
 Differentiated Instruction

Master of Science (MS)

Counselor Education
 (Clinical Mental Health)

All programs in the School of Education are NCATE accredited. In addition the programs in Counselor Education (School and Clinical Mental Health) are accredited by CACREP. The School of Education's programs that include a Certification component are designed to prepare students for the most current New York State and/or Pennsylvania Certification as noted in the individual program descriptions. This preparation may be applicable for comparable certification in other states.

Since eligibility criteria for education certification are a function of the various states, the criteria are subject to legislative and regulatory changes. All candidates for teaching/counseling/administrative certificates are responsible for keeping up to date on the most current requirements that may affect their certification eligibility status at the time of program completion.

OFFICE OF FIELD SERVICES

Julie Hall, Director of Field Services
Patricia Riehle, Administrative Assistant
Philip Eberl, Certification Officer

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 the Office of Field Services to arrange placements. The office also houses a certification officer who will process certification applications for New York and Pennsylvania for candidates completing registered programs and will counsel candidates seeking out of state certification.

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 expert educators for the twenty-first century. It provides a deep, broad, and inclusive professional preparation with a strong academic core. The School, through structured experiences, mentoring, and attention to individual learner needs and goals, seeks to prepare educators who can connect their Franciscan culture and academic and professional curricula to learners and learning communities of the future.

Operating within a conceptual framework of “Education@SBU: A Journey to Excellence” with an emphasis on Competence, Experience, and Social Justice, all professional preparation programs foster inquiry, reflection, strong collegial relationships, leadership in the change process, and dedication to lifelong learning.

Graduate programs in the School of Education emphasize strong research and information-gathering skills, integrated use of technology for both teaching and learning, and practical application of theory and research.

For all school-practitioner graduate degrees in the School of Education, students are expected to complete one course (three credit hours) in a common graduate core designed to support and enhance graduate-level study in the education professions.

CE/EDUC 500, Research Methods provides students with the skills to critique and interpret research, as well as to posit and investigate action research problems generated in school and community settings.

All school-practitioner graduate degrees require an extensive practicum experience that is intended to integrate theory with practice and support an extensive action research project.

Students may pursue graduate degrees or certification programs in several formats. Course work may be completed on a full-time or part-time basis during regular evening and summer terms on the main campus. Students may also complete course work in a weekend format at the Buffalo Center on the Hilbert College campus in Hamburg. (The Counselor Education, School Building Leader and Literacy programs are offered in a hybrid format of online and in-person instruction.) All programs have the same admission and academic requirements and are taught by St. Bonaventure faculty.

All school practitioner graduate degrees and certification programs require field experiences and/or practical that may require time in K- 12 schools during regular school hours.

ADMISSION DATE REQUIREMENTS

It should be noted that applications for all graduate programs should be received by November for spring enrollment, April for summer enrollment and July for fall enrollment. Because multiple criteria are used to determine admission, applications received after those dates cannot be assured processing in time for the beginning of the semester. Applicants may not enroll in courses until departmental review of applications is completed. This applies to both degree-seeking and certification applicants. Applicants for graduate study in Education or Counseling should show a GPA of 3.00 or better in previous college coursework.

DIFFERENTIATED INSTRUCTION

MSED in Differentiated Instruction

Program Director: Dr. René Hauser
Phone: (716) 375-4078
Fax: (716) 375-2360
Email: rhauser@sbu.edu

This degree is designed for general or special education teachers in all developmental areas who wish to meet the needs of all students in increasingly diverse classrooms.

Coursework and field experience are designed to prepare teachers to meet the needs of students with special gifts and talents and those with significant learning and behavior challenges.

The Differentiated Instruction Master's program provides teachers with extended research-based knowledge in the areas of assessment, differentiated instructional strategies, behavioral strategies, collaborative teamwork, assistive technology, and other inclusive education issues.

The program is intended to help prepare teachers to meet the needs of the full range of students in today's inclusive and heterogeneous classrooms and has been designed in response to the need for teachers skilled in differentiated instruction strategies appropriate to the growing population of learners who are diverse in their learning and/or behavioral characteristics.

This MSED meets the criteria for, and may be used in partial fulfillment of, the requirements for professional (permanent) teacher certification in New York, and also meets the coursework requirement for the gifted education extension. The degree can be completed in as little as one year on the Olean campus and 16 months at the Buffalo Center.

Students who do not hold a Student with Disabilities certificate should apply to the [Differentiated Instruction – Students with Disabilities MSED program](#).

For more information about this and other Differentiated Instruction programs, please contact the Differentiated Instruction program director.

INFORMATION ABOUT CERTIFICATION

New York: The Differentiated Instruction degree requires candidates to have met all requirements for provisional/initial teacher certification prior to admission to the degree program and, therefore, is not a path to initial teacher certification. The master's degree in Differentiated Instruction does meet the criteria for, and may be used in partial fulfillment of the requirements for permanent/professional teacher certification in the same subject area of the teacher's provisional/initial certificate. Completion of the program meets the requirements for a professional certificate extension in Gifted Education. Neither this master's degree in Differentiated Instruction nor selected courses from this program may be used to earn certification in special education (Students with Disabilities at any grade level). Those students wishing to earn Students with Disabilities Certification in New York State should enroll in the Differentiated Instruction – Students with Disabilities program.

Students who seek the Gifted Education extension in New York without the master's degree must contact the program adviser to receive a plan of studies that meets the extension requirements. The only candidates recommended by the School of Education for New York State's Gifted Education extension without the master's degree are those who have already attained professional (or permanent) certification.

Pennsylvania: This degree can be used toward level II certification in Pennsylvania.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Students with disabilities or special education teaching certification (or letter of eligibility)
2. Interview
3. Transcripts from all colleges previously attended
4. References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
5. Writing sample
6. Additional information, if requested by program director.

COMPLETION TIME

Full-time students can complete the degree in 12 months (on campus) or 16 months (at our Buffalo Center).

DEGREE REQUIREMENTS

EDUC 500	3
Research Methods	
EDUC 505 (offered on SBU campus only)	3
Technology for Educators and Counselors	
DIFF 503	3
Assessment of Students with Exceptionalities	
DIFF 504	3
Communication and Collaboration Skills for Standards-based Inclusive Education	
DIFF 506	3
Language, Literature, and Communication for Students with Exceptionalities	
DIFF 510	3
Differentiated Instructional Strategies	
DIFF 511	3
Foundations of Inclusive Education	
DIFF 512	3
Advanced Behavioral Strategies	
DIFF 515	3
Assistive Technology	
DIFF 598	3
Contemporary Field Research and Practicum in Standard-based Differentiated Instruction	

FIELD-EXPERIENCE REQUIREMENTS

St. Bonaventure's teacher preparation programs are extensively field-based, and students should expect field-based projects on a routine basis in DIFF courses. If needed, the Office of Field Services can assist students in arranging field placements for these projects. Also, in this advanced certificate program students are expected to complete a practicum experience of 50 clock hours teaching students who learn at a pace and level significantly different from that of their classmates, including but not limited to students with special gifts and talents.

The practicum takes place during regular school hours, near the end of the program, and must be approved by the adviser and the Office of Field Services in advance (by mid-semester prior to the beginning of the field experience).

Students who are teaching in a K-12 school setting may be eligible to complete their practicum in their own school or district. This experience is individualized, and should be discussed with the adviser during the first semester of the program so that appropriate arrangements can be coordinated. Practicum application forms are available from the Office of Field Services. The practicum experience is a component of DIFF 598, Contemporary Field Research and Practicum in Standard-based Differentiated Instruction.

EXIT CRITERIA

In order to successfully complete the program, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the internship
3. Submission of a portfolio showing professional growth and accomplishments
4. Successful completion of the comprehensive exam

MSED in Differentiated Instruction – Students with Disabilities

Program Director: Dr. René Hauser
Phone: (716) 375-4078
Fax: (716) 375-2360
Email: rhauser@sbu.edu

This unique degree is designed for general or special education teachers in all developmental areas who wish to meet the needs of students in increasingly diverse classrooms.

Coursework and field experiences are designed to build skills in meeting the needs of students with very diverse backgrounds and skill levels. The Differentiated Instruction – Students with Disabilities Master’s program provides teachers with extended research-based knowledge in the areas of assessment, differentiated instructional strategies, behavioral strategies, collaborative teamwork, assistive technology, and other inclusive education issues.

This program was developed in response to the increasing demand for teachers who have the skills to meet the needs of students with a wide range of exceptionalities in diverse classrooms. Exceptionalities include those students with significant learning, behavioral or communication difficulties as well as those who may be identified as gifted and/or talented.

This MSED meets the criteria for, and may be used in partial fulfillment of, the requirements for professional (permanent) teacher certification in New York, and also meets the coursework requirement for the gifted education extension and students with disabilities certification.

Students with disabilities certification may be obtained in one of three developmental areas, Birth – grade 2, grades 1-6, or 7-12 generalist. Graduate students who currently hold an existing Students with Disabilities Certification MAY obtain an additional certification in a different developmental area.

For more information about this and other Differentiated Instruction programs, please contact the Differentiated Instruction program director

INFORMATION ABOUT CERTIFICATION

New York: The degree in Differentiated Instruction requires candidates to have met all requirements for their first teaching certificate prior to admission; it is not a path to initial certification. However, the degree in Differentiated Instruction DOES meet the master's degree requirements for and may be used toward professional (or permanent) teacher certification in the State of New York.

This MSED meets the criteria for, and may be used in partial fulfillment of, the requirements for professional (permanent) teacher certification in New York, and also meets the coursework requirement for the gifted education extension as well as the Students with Disabilities certification in one developmental area (B-2, 1-6, or 7-12 generalist). The degree can be completed in as little as 16 months on the Olean campus and 2 years at the Buffalo Center.

Pennsylvania: This degree can be used toward Level II certification in Pennsylvania.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Teaching certificate (or Letter of Eligibility)
2. Interview
3. Transcripts from all colleges previously attended
4. References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
5. Writing sample
6. Additional information, if requested by program director.

COMPLETION TIME

Full-time students can complete the Differentiated Instruction – Students with Disabilities degree in 16 months (on campus) or 2 years (Buffalo Center). (Maximum allowable time to complete degree is six calendar years prior to the date on which the degree is to be awarded.)

DEGREE REQUIREMENTS

EDUC 500	3
Research Methods	
EDUC 505 (offered on SBU campus only)	3
Technology for Educators and Counselors	
DIFF 503	3

Assessment of Students with Exceptionalities DIFF 504	3
Communication and Collaboration Skills for Standards-based Inclusive Education DIFF 506	3
Language, Literature, and Communication for Students with Exceptionalities DIFF 510	3
Differentiated Instructional Strategies DIFF 511	3
Foundations of Inclusive Education DIFF 512	3
Advanced Behavioral Strategies DIFF 515	3
Assistive Technology DIFF 590B or DIFF 590C or DIFF 590G	3
Extended Practicum for Graduate Education – Students with Disabilities DIFF 598	3
Contemporary Field Research and Practicum in Standard-based Differentiated Instruction DIFF COMP	0
Comprehensive Exams DIFF CPSD	0
Comprehensive Examinations-Students w/Disabilities	0

FIELD-EXPERIENCE REQUIREMENTS

St. Bonaventure's teacher preparation programs are extensively field-based, and students should expect field-based projects on a routine basis in DIFF courses. DIFF 510: Differentiated Instructional Strategies requires 15 hours of fieldwork with students with disabilities. The Office of Field Services assists students in arranging field placements for these projects.

Also, in this degree program students are expected to complete two practicum experiences. One practicum experience of 50 clock hours in differentiating instruction for students who learn at a pace and level significantly different from that of their classmates (including but not limited to students with special gifts and talents).

This practicum takes place during regular school hours, near the end of the program, and must be approved by the adviser and the Office of Field Services in advance (by mid-semester prior to the beginning of the field experience). Students who are teaching in a K-12 school setting may be eligible to complete their practicum in their own school or district. This experience is individualized, and should be discussed with the adviser during the first semester of the program so that appropriate arrangements can be coordinated.

The second practicum experience is 250 clock hours in differentiating instruction for students who receive special education services. This practicum also takes place during regular school hours, near the end of the program, and must be approved by the adviser and the Office of Field Services in advance (by mid-semester prior to the beginning of the field experience). Students who are teaching in a K-12 school setting may be eligible to complete a portion of this practicum in their own school or district.

EXIT CRITERIA

In order to successfully complete the program, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the internships
3. Successful completion of the comprehensive exams

Post-Master's Advanced Certificate in Differentiated Instruction

Program Director: Dr. René Hauser
Phone: (716) 375-4078
Fax: (716) 375-2360
E-Mail: rhauser@sbu.edu

This program is designed for special and/or general education teachers who wish to specialize in differentiated instruction for inclusive classrooms. This program has been designed in response to the need for teachers skilled in differentiated instruction strategies appropriate to the growing population of learners who are diverse in their learning and/or behavioral characteristics.

INFORMATION ABOUT CERTIFICATION

New York: The program leads to a certificate extension in New York state, Gifted Education (formerly titled Differentiated Instruction). The only candidates recommended by the School of Education for New York State's Gifted Education extension without the master's degree are those who have already attained professional (or permanent) certification.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Candidate holds a teaching certificate and a Master's degree
2. Transcripts from all colleges previously attended
3. References
 - a. Ability to do graduate work
 - b. Success as a teacher
4. Interview
5. Writing Sample
6. Additional information, if requested by program director.

COURSE REQUIREMENTS

Research Methods	
DIFF 503	3
Assessment of Students with Exceptionalities	
DIFF 504	3
Communication and Collaboration Skills for Standards-based Inclusive Education	
DIFF 510	3
Differentiated Instructional Strategies	
DIFF 511	3
Foundations of Inclusive Education	
DIFF 598	3
Contemporary Field Research and Practicum in Standard-based Differentiated Instruction	

FIELD-EXPERIENCE REQUIREMENTS

St. Bonaventure's teacher preparation programs are extensively field-based, and students should expect field-based projects on a routine basis in DIFF courses. DIFF 510: Differentiated Instructional Strategies requires 15 hours of field-work with students and disabilities. The Office of Field Studies assists students in arranging field placements for these projects.

Also, in this degree program students are expected to complete a practicum experience of 50 clock hours differentiating instruction for students who learn at a pace and level significantly different from that of their classmates (including, but not limited to, students with special gifts and talents).

Students who are teaching in a K-12 school setting may be eligible to complete the practicum in their own school or district. This experience is individualized, and should be discussed with the adviser during the first semester of the program so that appropriate arrangements can be coordinated. Practicum application forms are available from the Office of Field Services. The practicum experience is a component of DIFF 598, Contemporary Field Research and Practicum in Standard-based Differentiated Instruction.

EXIT CRITERIA

In order to successfully complete the program, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the internship
3. Submission of a portfolio showing professional growth and accomplishments
4. Successful completion of the comprehensive exam

COUNSELING

MSED in Counselor Education (Clinical Mental Health Counseling)

Director: Dr. Alan Silliker

Phone: (716) 375-2368

Fax: (716) 375-2360

Email: silliker@sbu.edu

This degree is designed for individuals who wish to serve as counselors in community-based agencies – for example, mental health, social services, college counseling and probations. The degree provides extended research-based knowledge and skill development in the areas of group and individual counseling, testing, diagnosis and treatment planning.

INFORMATION ABOUT MENTAL HEALTH COUNSELOR LICENSE & SCHOOL COUNSELOR CERTIFICATION

Students who successfully complete the CMH program are eligible to apply for the license for mental health counselors. Consult this website for the details regarding all of the license requirements: www.op.nysed.gov/prof/mhp. For the mental health license, there are additional state requirements beyond the degree. Please check the above website for specific information.

Students in the clinical mental health track wishing to also obtain the provisional certification in school counseling may take the required school electives during their course of study or on a non-matriculated basis post-graduation. They then need to independently apply to BOCES [Board of Cooperative Educational Services] for the provisional school counseling certificate. Note, decisions regarding the school counseling certification are the domain of the state, not SBU.

The degree in Counselor Education – Clinical Mental Health Counseling DOES NOT meet the criteria for professional teaching certification in the state of New York; the degree in School Counseling DOES meet such requirements.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Application for admission
2. Statement of Intent/writing sample (questions provided)
3. Transcripts from all colleges previously attended
4. Two References – Ability to do graduate work
5. Interview
6. Additional information, if requested by program director

FIELD-EXPERIENCE REQUIREMENTS

In this degree program, students are expected to complete two semester-long internships of 300 clock hours each, with a certified counselor in an agency setting. This experience is arranged with the adviser and takes place during the final year of the program. This experience should be discussed with the adviser early in the program so the appropriate arrangements can be made.

MS option (Clinical Mental Health Counseling)

Students (usually those anticipating a research-oriented doctoral program or those with significant research interests) may elect to write a thesis. These thesis students will then add CE 699 to the 60-credit-hour program.

Degree Requirements (60 hours)

Course work (60 hours):

CE 500	3
Research Methods	
CE 510	3
Introduction to the Profession of Counseling	
CE 511	3
Advanced Human Growth and Development	
CE 530	3
Techniques of Counseling	
CE 540	3
Abnormal Psychology	
CE 550	3
Group Counseling	
CE 560	3
Psychological Testing and Assessment	
CE 570	3
Career Counseling	
CE 610	3
Practicum in Counseling	
CE 625A	3
Internship 1: CMH Counseling	
CE 625B	3
Internship 2: CMH Counseling	
CE 634	3
Interventions in School and CMH Counseling	
CE 636	3
Seminar in Mental Health Case Studies	
CE 637	3
Management of Community Mental Health Programs	
CE 638	3
Multicultural Counseling	
CE 649	3
Family and Couples Counseling	
Four electives	12

A variety of electives are available including two courses on trauma, and two related to addictions. The two addictions courses fulfill the 85 continuing education clock hours required by OASES for those pursuing the CASAC (Credentialed Alcohol and Substance Abuse Counselor) credential. The full extent of the additional requirements for this credential may be found at: www.oasas.state.ny.us/sqa/credentialing/CASACreg.cfm

Note: St. Bonaventure University is a certified education and training provider for OASES.

EXIT CRITERIA

In order to be awarded the degree in Counselor Education - Community Mental Health, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the internship
3. Submission of a portfolio showing professional growth and accomplishments
4. Successful completion of the comprehensive examination

MSED in Counselor Education (Rehabilitation Counseling)

Director: Dr. Alan Silliker
Phone: (716) 375-2368
Fax: (716) 375-2360
Email: silliker@sbu.edu

This degree is designed for individuals who wish to help people with physical, mental, emotional, or social disabilities at various stages in their lives. Some work with students to develop strategies to live with their disability and to move from school to work. Others help veterans cope with the mental or physical effects of their military service. Still others help elderly people adapt to disabilities developed later in life due to illness or injury. Students in the program will develop assessment, treatment planning, counseling, collaboration, referral, and advocacy skills. This program is registered with New York state.

INFORMATION ABOUT CERTIFICATION & LICENSURE

Upon successful completion of this degree, and 12 months of acceptable employment experience supervised by a CRC, graduates may apply to take the CRC examination (Category B). Specific details about the exam are located at:

www.crccertification.com/pages/eligibility_requirements/69.php.

Students in this program wishing to also obtain a School or Mental Health Counseling credential should consult with their adviser.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Application for admission
2. Statement of Intent/writing sample (questions provided)
3. Transcripts from all colleges previously attended

4. Two References – Ability to do graduate work
5. Interview
6. Additional information, if requested by program director

FIELD-EXPERIENCE REQUIREMENT

Students are expected to complete an initial Practicum field experience [40 hours of direct counseling] the first year, which is non-track specific. They are then required in the second year to complete two track specific Internships, each involving 300 clock hours. Site supervisors of the internships must be CRC's. The placement process is a collaborative effort among student, faculty, and field placement coordinator.

DEGREE REQUIREMENTS (48 HOURS)

CE 500	3
Research Methods	
CE 510	3
Introduction to the Profession of Counseling	
CE 511	3
Advanced Human Growth and Development	
CE 530	3
Techniques of Counseling	
CE 550	3
Group Counseling	
CE 550A	0
Fieldwork	
CE 560	3
Psychological Testing and Assessment	
CE 570	3
Career Counseling	
CE 610	3
Practicum in Counseling	
CE 634	3
Interventions in School and Community Mental Health Counseling	
CE 644	3
Medical, Psychosocial & Vocational Aspects of Disability	
CE 645	3
Management of Rehabilitation Counseling Programs	
CE 646	3
Psychiatric & Vocational Rehabilitation	
CE 647A	3
Internship 1: Rehabilitation Counseling	
CE 647B	3
Internship 2: Rehabilitation Counseling	
Two electives	6

A variety of electives are available including two courses on trauma, and two related to addictions. The two addictions courses fulfill the 85 continuing education clock hours required by OASES for those pursuing the CASAC (Credentialed Alcohol and Substance Abuse Counselor) credential. The full extent of the additional requirements for this credential may be found at: www.oasas.state.ny.us/sqa/credentialing/CASACreq.cfm

Note: St. Bonaventure University is a certified education and training provider for OASES.

EXIT CRITERIA

In order to be awarded the degree in School Counseling, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0 (working standard)
2. Successful completion of the internship
3. Submission of a portfolio showing professional growth and accomplishments
4. Successful completion of the comprehensive examination and e-folio

MSED in Counselor Education (School Counseling)

Director: Dr. Alan Silliker

Phone: (716) 375-2368

Fax: (716) 375-2360

Email: silliker@sbu.edu

This degree is designed for individuals who wish to serve as counselors in K-12 settings. The degree provides extended research-based knowledge in the areas of group and individual counseling, counseling techniques, testing and diagnosis, and school counseling issues and practices.

INFORMATION ABOUT CERTIFICATION

The degree in School Counseling meets the requirement for professional teacher certification in New York. The degree also meets the criteria for certification as a school counselor in New York (Provisional). School counseling certification in New York does not require a teaching certificate.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Application for admission
2. Statement of Intent/writing sample (questions provided)
3. Transcripts from all colleges previously attended
4. Two References – Ability to do graduate work
5. Interview
6. Additional information, if requested by program director

FIELD-EXPERIENCE REQUIREMENT

Students are expected to complete an initial Practicum field experience [forty hours of direct counseling] the first year which is non-track specific. They are then required in the second year to complete two track-specific Internships, each involving 300 clock hours. Site supervisors must have at least three years of experience, and hold the qualifications as dictated by the Office of Professions. The placement process is a collaborative effort between students and faculty members.

DEGREE REQUIREMENTS (48 HOURS)

CE 500	3
Research Methods	
CE 510	3
Introduction to the Profession of Counseling	
CE 511	3
Advanced Human Growth and Development	
CE 530	3
Techniques of Counseling	
CE 540	3
Abnormal Psychology	
CE 550	3
Group Counseling	
CE 560	3
Psychological Testing and Assessment	
CE 570	3
Career Counseling	
CE 610	3
Practicum in Counseling	
CE 620A	3
Internship 1: School Counseling	
CE 620B	3
Internship 2: School Counseling	
CE 630	3
Management of School Counseling Programs	
CE 634	3
Interventions in School and Community Mental Health Counseling	
CE 638	3
Multicultural Counseling	
Two electives	6

A variety of electives are available including those in school counseling, trauma counseling, and addictions counseling. The two addictions courses fulfill the 85 continuing education clock hours required by OASES for those pursuing the CASAC (Credentialed Alcohol and Substance Abuse Counselor) credential. The full extent of the additional requirements for this credential may be found at:

www.oasas.state.ny.us/sqa/credentialing/CASACreq.cfm

Note: St. Bonaventure University is a certified education and training provider for OASES.

EXIT CRITERIA

In order to be awarded the degree in School Counseling, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Demonstration of appropriate professional dispositions
3. Successful completion of Practicum and Internships
4. Submission of an E-folio showing professional growth and accomplishments
5. Successful completion of a national comprehensive examination

MS in Counselor Education (Clinical Mental Health)

Director: Dr. Alan Silliker

Phone: (716) 375-2368

Fax: 716-375-2360

Email: silliker@sbu.edu

The degree prepares men and women for careers as counselors in colleges, mental health agencies, and other social service agencies. The degree provides extended research-based knowledge in the areas of group and individual counseling, counseling techniques, testing and diagnosis, and mental health counseling issues and practices. This degree includes a thesis requirement. See more about the thesis process in the Degree Requirements section on page 13.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Application for admission
2. Statement of Intent/writing sample (questions provided)
3. Transcripts from all colleges previously attended
4. Two References – Ability to do graduate work
5. Interview
6. Additional information, if requested by program director

INTERNSHIP REQUIREMENT

In this degree program, students are expected to complete two semester-long internships of 300 clock hours each, with a certified counselor in an agency setting. This experience is arranged with the adviser and takes place during the final year of the program. This experience should be discussed with the adviser early in the program so the appropriate arrangements can be made.

DEGREE REQUIREMENTS (60 HOURS)

EDUC 500	3
Research Methods	
CE 510	3
Introduction to the Profession of Counseling	
CE 511	3
Advanced Human Growth and Development	
CE 530	3
Techniques of Counseling	
CE 540	3
Abnormal Psychology	
CE 550	3
Group Counseling	
CE 560	3
Psychological Testing and Assessment	
CE 570	3
Career Counseling	
CE 610	3
Practicum in Counseling	
CE 625A	3
Internship 1: CMH Counseling	
CE 625B	3
Internship 2: CMH Counseling	
CE 634	3
Interventions for School and Community Mental Health Counseling	
CE 636	3
Seminar in Community Mental Health Counseling	
CE 637	3
Management of Community Mental Health Programs	
CE 638	3
Multicultural Counseling	
CE 649	3
Family and Couples Counseling	
CE 699	3
Master's Thesis	
Three electives	9

EXIT CRITERIA

In order to be awarded the degree in counselor education - agency, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the internship
3. Submission of a portfolio showing professional growth and accomplishments

4. Successful completion of the comprehensive examination

Advanced Certificate of Specialization In School Counseling

Additional coursework is available for post-master's degree students seeking advanced certification in School Counseling and state counselor licenses (mental health counseling). Admission to these programs is accomplished through application to the School of Graduate Studies. The coursework required for these varies with state requirements and previous coursework of the individual student. Students should contact the program advisers in these areas for assistance in developing a plan of study.

School: Appropriate master's degree; 12 credits to include: CE 631, Seminar in School Counseling; CE 621, Advanced Internship in School Counseling; CE 650 School Counseling and Special Education plus one 3-credit-hour elective selected from graduate CE courses.

Students should contact the program advisers in these areas for assistance in developing a plan of study. For further information, contact Alan Silliker at (716) 375-2368 or via email at silliker@sbu.edu.

SCHOOL ADMINISTRATION

MSED in Educational Leadership

Program Director: Dr. Darlene McDonough
Phone: (716) 375-4026
Fax: (716) 375-2360
Email: dmcdonou@sbu.edu

This degree is designed for elementary and secondary teachers or counselors seeking positions as school building administrators at some time in their careers (additional courses are required for district level certification). The degree provides students with extended research-based knowledge in areas such as leadership, school and community relations, school law, school finance, evaluation and supervision, standards-based curriculum, and special education for school administrators. This program is offered in a hybrid format of online and in-person instruction.

Information Regarding Certification

The degree in Educational Leadership does meet the criteria for professional teacher certification in the state of New York. Completion of these courses prepares the candidate to take the New York state test for School Building Leader administrative certification.

Students who seek New York administrative certification without the master's degree must contact the program adviser to receive a plan of studies which meets the certification requirements in the state for which certification is sought. Candidates recommended for administrative certification are those who have completed the program of studies provided by the program adviser.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Teaching, Counseling or other school Certification
2. K-12 School Experience (three years)
3. Transcripts from all colleges previously attended
4. Two references (one from supervising principal or superintendent)
 - a. Ability to do graduate work
 - b. Success as a teacher/counselor
5. Interview
6. Writing Sample (academic or professional)
7. Additional information, if requested by program director.

TRANSFER CREDITS

Students may be able to apply up to six (6) credits of administrative coursework taken elsewhere to this program. The program director makes all decisions about acceptance of transfer credits at the time the program plan is written.

DEGREE REQUIREMENTS

Coursework – 30 credit hours listed below:

EDUC 500	3
Research Methods	
EDUC 505	3
Technology for Educators and Counselors	
EDL 515	3
Leadership for the Principalship	
EDL 522	3
School and Community Relationships	
EDL 523	3
School Law	
EDL 524	3
School Finance	
EDL 535	3
Evaluation and Supervision of Instructional and Other Staff	
EDL 538	3
Standards-Based Curriculum Design	
EDL 542	3
Special Education for School Administrators	
EDL 599A	1
Practicum	
EDL 599B	2
Internship	

FIELD-EXPERIENCE REQUIREMENTS

For this Certification, students are expected to complete two competency-based field experiences in K-12 settings. One will be in an elementary setting and the other in a secondary setting.

1. The first field experience is the EDL 599A Practicum for 1 credit. The Practicum requires 200 clock hours during one semester. A student may begin the Practicum once the first three school building level educational leadership courses are completed. The Practicum may be in either the elementary or secondary setting.

2. The second field experience is the EDL 599B Internship for 2 credits. It requires 400 clock hours during a different semester than the Practicum. A student may begin the Internship after completing six school building level educational leadership courses. The Internship will be at the opposite school setting as the Practicum. For example, if the Practicum was completed in an elementary setting, then the Internship will be in a secondary setting.

Students who are teaching in K-12 school settings may be eligible to complete their field experiences in their own schools. This should be discussed with the adviser early in the program so that appropriate arrangements can be coordinated. Students must complete at least six (6) course credits through St. Bonaventure University to be eligible for field experiences.

EXIT CRITERIA

In order to be awarded the degree in Educational Leadership, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the Practicum and Internship
3. Submission of a satisfactory electronic portfolio showing professional growth and accomplishments during the coursework and field experiences
4. Successful completion of the comprehensive exam

School Building Leader Advanced Certification

Program Director: Dr. Darlene McDonough
Phone: (716) 375-4026
Fax: (716) 375-2360
Email: dmcdonou@sbu.edu

This is a school administrator certification program only and prepares students for administrative leadership at the school building level (additional courses are required for the district level certification). It is for elementary and secondary teachers or counselors seeking positions as school building administrators at some time in their careers. The 24-credit program provides students with extended research-based knowledge in areas such as leadership, school and community relations, school finance, school law, evaluation and supervision; standards-based curriculum and special education for school administrators. This program is offered in a hybrid format of online and in-person instruction. Upon completion of the registered program, candidates will receive a Certificate of Program Completion.

INFORMATION ABOUT CERTIFICATION

Completion of these courses prepares the candidate to take the New York state test for School Building Leader administrative certification.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Master's degree in Education or certification-related area
2. K-12 School Experience (three years)
3. Teaching or Counseling Certification
4. Transcripts from all colleges previously attended
5. Two references (one from supervising principal or superintendent)
 - a. Ability to do graduate work
 - b. Success as a teacher/counselor
6. Interview

7. Writing Sample
8. Additional information, if requested by program director.

TRANSFER CREDITS

Students may be able to apply up to six (6) credits of administrative coursework taken elsewhere to this program. The program director makes all decisions about acceptance of transfer credits at the time the program plan is written.

CERTIFICATION REQUIREMENTS

EDL 515	3
Leadership for the Principalship	
EDL 522	3
School and Community Relationships	
EDL 523	3
School Law	
EDL 524	3
School Finance	
EDL 535	3
Evaluation and Supervision of Instructional and Other Staff	
EDL 538	3
Standards-Based Curriculum Design	
EDL 542	3
Special Education for School Administrators	
EDL 599A	1
Practicum	
EDL 599B	2
Internship	

FIELD-EXPERIENCE REQUIREMENTS

For this Certification, students are expected to complete two competency-based field experiences in K-12 settings. One will be in an elementary setting and the other in a secondary setting.

1. The first field experience is the EDL 599A Practicum for 1 credit. The Practicum requires 200 clock hours during one semester. A student may begin the Practicum once the first three school building level educational leadership courses are completed. The Practicum may be in either the elementary or secondary setting.

2. The second field experience is the EDL 599B Internship for 2 credits. It requires 400 clock hours during a different semester than the Practicum. A student may begin the Internship after completing six school building level educational leadership courses. The Internship will be at the opposite school setting as the Practicum. For example, if the Practicum was completed in an elementary setting, then the Internship will be in a secondary setting.

Students who are teaching in K-12 school settings may be eligible to complete their field experiences in their own schools. This should be discussed with the adviser early in the program so that appropriate arrangements can be coordinated. Students must

complete at least six (6) course credits through St. Bonaventure University to be eligible for field experiences.

EXIT CRITERIA

1. A cumulative GPA of at least 3.0
2. Successful completion of the Practicum and Internship
3. Submission of a satisfactory electronic portfolio showing professional growth and accomplishments during the coursework and field experiences

UPGRADE TO EDUCATIONAL LEADERSHIP

Students entering or presently enrolled in the School Building Leader Program are encouraged to take the two additional courses (EDUC 500 & EDUC 505) required to earn the MSED in Educational Leadership. This may be especially useful for students who anticipate one day working in a state other than New York. Please contact the Program Director, Dr. Darlene McDonough, for more information.

School District Leader Advanced Certification

Program Director: Dr. Darlene McDonough
Phone: (716) 375-4026
Fax: (716) 375-2360
Email: dmcdonou@sbu.edu

This is a school district level certification program only and prepares students for administrative leadership at the school district level. It is for school building leaders/administrators seeking positions as school district level administrators at some time in their careers. There are 12 course credit hour requirements for New York. The program provides students with extended research-based knowledge in areas such as negotiations, leadership for the superintendence, central office leadership. Upon completion of the registered program, candidates will receive a Certificate of Program Completion.

INFORMATION ABOUT CERTIFICATION

Completion of these courses prepares the candidate to take the New York state test for School District Leader administrative certification.

ADMISSION REQUIREMENTS

The admissions committee reviews the following in considering candidates for this program:

1. Master's in Education or certification-related area
2. K-12 School Experience (three years in New York)
3. Teaching or Counseling Certification. School Building Level Certification recommended (N.Y. only)
4. Transcripts from all previous colleges attended
5. Two references (one from supervising principal or superintendent)
 - a. Ability to do graduate work
 - b. Success as a school building level administrator
6. Interview
7. Writing Sample
8. Additional information, if requested by program director.

TRANSFER CREDITS

Students may be able to apply up to three (3) credits administrative coursework taken elsewhere to this program. The program director makes all decisions about acceptance of transfer credits at the time the program plan is written.

CERTIFICATION REQUIREMENTS

EDL 610*	3
Negotiations	
EDL 620*	3
Superintendency	
EDL 630*	3
Central Office Leadership	
EDL 698A*	1
Practicum	
EDL 698B*	2
Internship	

**Required courses for New York SDL.*

FIELD-EXPERIENCE REQUIREMENTS

For this Certification, students are expected to complete two competency-based field experiences in district office settings.

1. The first field experience is the EDL 698A Practicum for 1 credit. The Practicum requires 90 clock hours during one semester. A student may begin the Practicum once the first two district level educational leadership courses are completed.

2. The second field experience is the EDL 698B Internship for 2 credits. It requires 90 clock hours during a different semester than the Practicum. A student may begin the Internship after completing two district level educational leadership courses.

Students who are teaching in K-12 school settings may be eligible to complete their field experiences in their own school districts. This should be discussed with the adviser early in the program so that appropriate arrangements can be coordinated. Students must complete at least six (6) course credits through St. Bonaventure University to be eligible for field experiences.

EXIT CRITERIA

1. A cumulative GPA of at least 3.0
2. Successful completion of the Practicum and Internship
3. Submission of a satisfactory electronic portfolio showing professional growth and accomplishments during the coursework and field experiences

LITERACY

Adolescent Literacy (Grades 5-12)

Program Director: Dr. Karen M. Wieland

Phone: (716) 375-2369

Fax: (716) 375-2360

Email: kwieland@sbu.edu

This degree is designed for teachers who wish to address the demanding literacy needs of their students or who wish to serve in Grade 5-Grade 12 settings at some time in their career. The degree provides teachers with extended research-based knowledge in the areas of the literacy process, diagnosis and remediation of literacy difficulties, supervision of reading and literacy programs, and other literacy education issues.

INFORMATION ABOUT CERTIFICATION

The degree in Adolescent Literacy requires candidates to have met all requirements for initial teacher certification in a matching area (either Middle or Adolescence) prior to admission to the degree program; therefore, it is not a path to initial teacher certification. The MSED in Literacy does meet the criteria for, and may be used in partial fulfillment of, the requirements for professional (or permanent) teacher certification in the state of New York. The degree meets the requirements for an additional certification area in New York. The only candidates recommended for literacy or reading certification in NY by the School of Education are those who have completed the master's degree in its entirety. All others apply for certification through BOCES (NY).

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Teaching certificate in matching area (Middle, Adolescence) in hand or pending
2. Transcripts from all previous colleges (3.0 GPA out of 4.0 is the working standard)
3. References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
4. Interview
5. Writing sample
6. Additional information, if requested by program director.

DEGREE REQUIREMENTS

DIFF 510	3
Differentiated Instructional Strategies	
EDUC 500	3
Research Methods	
READ 501	3
Theories and Foundations of Literacy	
READ 525	3
Problems of Literacy in the Secondary School	
READ 540 (offered on SBU campus only)	3
Supervision and Curriculum Issues in Literacy	
READ 550	3
Teaching Linguistically and Culturally Diverse Learners	
READ 560	3
Literacy in the Content Areas	
READ 570	3
Assessment and Diagnosis of Literacy	
READ 585	3
Literacy Instruction for Individuals and Small Groups – Adolescence	
READ 595	3
Clinical Practicum in Literacy – Adolescence	
READ 599	0
Literacy Coaching Internship	

PRACTICUM/INTERNSHIP REQUIREMENT

The college-supervised practicum experience consists of the completion of the three courses in our clinical practicum sequence: READ 570 Assessment and Diagnosis of Literacy; READ 585 Literacy Instruction for Individuals and Small Groups - Adolescence; and READ 595 Clinical Practicum in Literacy - Adolescence. Consistent with the program's philosophy, purposes and objectives, the clinical practicum sequence allows candidates to assess thoroughly the literacy skills and strategies of clients at both middle and high school levels, to create individual plans of instruction and to provide such instruction for those candidates for a period of at least 50 clock hours. The practicum is always supervised by full-time faculty from the program and/or certified literacy teachers from the community, and it is accompanied by seminars that focus on the various issues common to all clients in the program. As part of the program, candidates write diagnostic and instructional reports that are shared with parents and school personnel.

The second half of the field experience in the program is completion of READ 599 Literacy Coaching Internship. This is a 60-hour (minimum) in-school practicum where candidates are placed with certified Literacy specialists or coaches and must complete projects that meet the literacy coaching standards set by the International Reading Association. While the Internship carries no credit, it is an exit requirement for the program. Projects completed at the internship setting will be due during other courses taken across the program and grades for the projects will be granted within those other courses.

EXIT CRITERIA

In order to be awarded the degree in Adolescent Literacy, a candidate will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the Clinical Practicum
3. Successful completion of the Literacy Coaching Internship
4. Submission of an Electronic Portfolio showing professional growth and accomplishments
5. Successful completion of the Comprehensive Examination

Childhood Literacy (Birth-Grade 6)

Program Director: Dr. Karen M. Wieland

Phone: (716) 375-2369

Fax: (716) 375-2360

Email: kwieland@sbu.edu

This degree is designed for teachers who wish to address the demanding literacy needs of their students or who may wish to serve in Birth-Grade 6 settings at some point across their careers. The degree provides teachers with extended research-based knowledge in the areas of the literacy process, diagnosis and remediation of literacy problems, supervision of reading and literacy programs, and other literacy intervention and coaching issues.

INFORMATION ABOUT CERTIFICATION

The degree in Adolescent Literacy requires candidates to have met all requirements for initial teacher certification in a matching area (either Middle or Adolescence) prior to admission to the degree program; therefore, it is not a path to initial teacher certification. The MSED in Literacy does meet the criteria for, and may be used in partial fulfillment of, the requirements for professional (or permanent) teacher certification in the state of New York. The degree meets the requirements for an additional certification area in New York. The only candidates recommended for literacy teacher certification in NY by the School of Education are those who have completed the master's degree in its entirety. All others apply for certification through BOCES (NY).

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. Teaching certificate in matching area (Childhood Education, Early Childhood Education) in hand or pending

2. Transcripts from all previous colleges (3.0 GPA out of 4.0 is the working standard)
3. References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
4. Interview
5. Writing sample
6. Additional information, if requested by program director.

DEGREE REQUIREMENTS

DIFF 510	3
Differentiated Instructional Strategies	
EDUC 500	3
Research Methods	
READ 501	3
Theories and Foundations of Literacy	
READ 520	3
Language Arts	
READ 540 (offered on SBU campus only)	3
Supervision and Curriculum Issues in Literacy	
READ 550	3
Teaching Linguistically and Culturally Diverse Learners	
READ 560	3
Literacy in the Content Areas	
READ 570	3
Assessment and Diagnosis of Literacy	
READ 575	3
Literacy Instruction for Individuals and Small Groups - Childhood	
READ 580	3
Clinical Practicum in Literacy - Childhood	
READ 599	0
Literacy Coaching Internship	

PRACTICUM/INTERNSHIP REQUIREMENT

The college-supervised practicum experience consists of the completion of the three courses in our clinical practicum sequence: READ 570 Assessment and Diagnosis of Literacy; READ 575 Literacy Instruction for Individuals and Small Groups - Childhood; and READ 580 Clinical Practicum in Literacy - Childhood. Consistent with the program's philosophy, purposes and objectives, the clinical practicum sequence allows candidates to assess thoroughly the literacy skills and strategies of clients at both the early childhood and childhood levels, to create individual plans of instruction and to provide such instruction for those clients for a period of at least 50 clock hours. The practicum is always supervised by full-time faculty from the program and/or certified literacy teachers from the community, and it is accompanied by seminars that focus on the various issues

common to all clients in the program. As part of the program, candidates write diagnostic and instructional reports that are shared with parents and school personnel.

The second half of the field experience in the program is completion of READ 599 Literacy Coaching Internship. This is a 60-hour (minimum) in-school practicum where candidates are placed with certified Literacy specialists or coaches and must complete projects that meet the literacy coaching standards set by the International Reading Association. While the Internship carries no credit, it is an exit requirement for the program. Projects completed at the internship setting will be due during other courses taken across the program, and grades for the projects will be granted within those other courses.

EXIT CRITERIA

In order to be awarded the degree in Childhood Literacy, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the Clinical Practicum
3. Successful completion of the Literacy Coaching Internship
4. Submission of an Electronic Portfolio showing professional growth and accomplishments
5. Successful completion of the Comprehensive Examination

Adolescence Education

**MSED plus Initial Certification in
Adolescence Education (Grades 7-12)**

Program Director: Dr. Nancy Casey
 Phone: (716) 375-2394
 Fax: (716) 375-2360
 Email: ncasey@sbu.edu

This program provides individuals who have a baccalaureate degree in a content subject the opportunity to become initially certified to teach that subject in grades 7-12 in New York. The program provides courses and experiences in pedagogy, assessment, curriculum, and other topics that prepare individuals to be effective teachers. The program includes intensive field experience in the semester prior to student teaching, and a semester-long full-time student teaching experience. Certification is available in the following content areas: 7-12 social studies, English, mathematics, French, Spanish, biology, chemistry, physics and earth science. The program is an 18-month program that usually begins in May with graduation in December of the following year.

INFORMATION ABOUT CERTIFICATION

Upon completion of this program, candidates may apply for 7-12 certification in New York State through the Office of Field Services (716) 375-2357 at St. Bonaventure University.

ADMISSION REQUIREMENTS

The admission committee reviews the following in considering candidates for this program:

1. A bachelor's degree or thirty semester hours in an arts or sciences majors in the subject area of teaching certification from an accredited college or university. Official transcripts are required showing proof of degree and all college and university courses taken.
2. Successful completion of at least six semester hours of university level credit in each of the following content areas: English, math, science, social studies, and a language other than English. Sign language may be used for the language requirement.
4. A personal interview and writing sample.
5. Two letters of recommendation: one letter related to your ability to do graduate work and one letter from someone who has observed you working with children.
6. Successful completion of the NYS Teacher Certification Exams (ALST and Content Area Exam). Language candidates are required to take the Oral Proficiency Interview (OPI).
7. Additional information, if requested by program director.

PROGRAM REQUIREMENTS

DIFF 510	3
Differentiated Instructional Strategies	
READ 525	3
Problems of Literacy in the Secondary School	
READ 560	3

Reading in the Content Areas	
EDUC 500	3
Research Methods	
EDUC 505 (offered on SBU campus only)	3
Technology for Educators and Counselors	
EDUC 510	3
Advanced Human Growth and Development	
EDUC 523	3
Designing and Delivering Instruction	
EDUC 524	2
Methods and Models for Special Subjects	
One of the following:	
EDUC 524A	1
Secondary English Methods	
EDUC 524B	1
Secondary L.O.T.E. Methods	
EDUC 524C	1
Secondary Math Methods	
EDUC 524D	1
Secondary Science Methods	
EDUC 524E	1
Secondary Social Studies Methods	
EDUC 526	3
Managing Instruction and Behavior	
EDUC 528	3
Legal and Ethical Issues for Educators	
EDUC 533	3
History and Foundations of Curriculum	
EDUC 540	3
Evaluating Learners and Learning	
EDUC 588	3
Secondary Student Teaching: 7-12	
<i>(Prerequisite: all coursework completed)</i>	

FIELD-BASED REQUIREMENTS

As part of the practical field experience, students are required to complete 30 hours of tutoring during their first two semesters. Students are also scheduled to spend two days per week in a 7-12 classroom during the Professional Development School (PDS) semester of their program prior to the student teaching semester. During the student teaching semester, students will be placed in two separate, 7-12 school settings full-time for the entire semester. All field experience placement arrangements are made through the Office of Field Services.

EXIT CRITERIA

At the completion of the coursework and field experiences in the Adolescence Education program, students will submit evidence of the following during the student teaching semester:

1. A cumulative GPA of at least 3.0
2. Submission of an electronic portfolio showing professional growth and providing documentation that you meet the professional standards for new teachers.
3. Successful completion of the comprehensive exam
4. Successful completion of student teaching

COURSE DESCRIPTIONS

(All courses are three credits unless otherwise noted)

CE 500. Research Methods

This course helps educators and counselors exercise and expand their critical thinking skills by critique and generation of research projects or publications. The course aims to make teaching and counseling work easier and more effective by developing skills to solve research problems. Candidates will recognize the characteristics of well-designed research and be able to identify what methodologies for data collection and analysis may be used given the research questions, as well as write acceptably formatted research papers. 3 credit hours

CE 505. Technology for Educators and Counselors

This course will develop understanding, perspective, competence and leadership in the use of information technology in education settings. Part of the course will be offered over the Internet to provide students with hands-on experience and allow the student to gain a working appreciation of the value of this educational medium

CE 510. Introduction to the Profession of Counseling

This course is designed to acquaint students with the field of counseling. This is the introductory graduate course in counseling in which a general overview and survey of the profession

are provided. Roles and responsibilities of counselors across a variety of settings are examined. Professional ethical and legal issues are explored. Fall, Spring

CE 511. Advanced Human Growth and Development

(cross-listed with EDUC 510) The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational practices.

CE 530. Techniques of Counseling

To acquaint the student with the basic knowledge base and skills required for the practice of counseling. Classroom work will focus upon the development of specific counseling skills. Students will use role play, audio and videotapes to facilitate the learning process. Additionally, students will explore counseling theory and research.

CE 540. Abnormal Psychology

To acquaint the beginning graduate student with the field of abnormal

psychology with emphasis on the definitions and distinctions between the various abnormal disorders, an introduction to the current research in the field, a discussion of the numerous continual controversial issues and a review of the data-based treatment approaches. In addition, this course will assist the graduate student to understand the nature, needs, and Problems of individuals at all developmental levels over the life span and to understand the nature, needs, and problems of a multicultural and diverse society.

CE 550. Group Counseling

This course provides a basic introduction to group process and group counseling. The class will blend theory with practice. The course will explore various theoretical approaches to group practice as well as the four group work specializations developed by the Association for Specialists in Group Work: Task, Psychoeducational, Counseling, and Psychotherapy.

CE 560. Psychological Testing and Assessment

To acquaint the student with the basic foundations of testing and assessment and to provide the student with broad knowledge and experience in test selection, use and interpretation within the counseling process. The course also provides practical experience in test selection, administration and interpretation.

CE 570. Career Counseling

To introduce the student to the psychology and sociology of career development and to the theory and practice of career counseling and education. The focus upon development from childhood through adulthood provides examination of career counseling strategies in both schools and community agencies.

CE 610. Practicum in Counseling

This course is designed to expose the student to the practice of counseling with individuals under direct supervision. Students will meet with actual clients in a school based setting. The course is designed to facilitate the integration and application of theory and skill gained in earlier course work.

CE 620A – Internship I in School Counseling

This course is designed to provide counseling interns with an opportunity to perform all activities that a regularly employed school counselor would be expected to perform. Students seeking certification in school counseling must complete a minimum of 300 clock hours in an approved school setting under the supervision of a certified school counselor with at least two years of experience. Professional portfolios are developed. Prerequisites: Formal faculty approval following successful completion of the Practicum.

CE 620B. Internship II in School Counseling

To provide school counseling interns with an opportunity to build upon the learning experiences of CE 620A. Whereas 620A focused on the indoctrination of the intern into the school setting and the development of a professional identity, 620B focuses on the integration of the intern within the school system. Emphasis will be placed on the interaction of the school counselor within education system and the interdisciplinary teamwork necessary to promote a successful school counseling program. In particular, this second portion of the internship will focus on an understanding of such education system topics as: state education standards; administration functions; special education,

consultation with other education professionals; classroom management; school law; and community resources.

CE 621. Advanced Internship in School Counseling

This course is designed to provide practicing school counselors an opportunity to gain more experience in conducting professional supervision, didactic presentations, and research. This course is needed for those school counselors seeking permanent certification in school counseling, and may be pertinent for those school counselors seeking other types of certification (e.g. National Board Certification) or licensure. Prerequisite: Formal faculty approval, at least two years of experience working as a school counselor, and completion of all other courses required for school counselor permanent certification.

CE 625A. Internship 1: CMH Counseling

To provide the student with the opportunity to work within the field as a counseling intern. Primary supervision of the intern will be conducted by the counselor on site. Students will work in an agency setting. A total of 300 clock hours are required of all students.

CE 625B. Internship 2: CMH Counseling

Designed to provide agency counseling interns with an opportunity to build upon the learning experiences of CE 625A.

CE 626. Advanced internship in CMH

This class is designed to provide agency students with an opportunity, after receiving the master's degree, to build upon the learning experiences of Internship I and II and apply their skills and knowledge as professionals as they integrate into the field, while still

receiving support and training from the field supervisor and the university instructor. Prerequisite: completion of the master's degree, maintenance of ACA membership and liability insurance, faculty approval and acceptance into the Advanced Certification Program.

CE 630. Management of School Counseling Programs

To provide students with knowledge and skills in the management of school-based counseling programs. Topics to be examined include needs assessment, program development, time management, consultation within the system and community, intervention strategies, evaluation and public relations.

CE 631. Seminar in School Counseling

This course is designed to provide school counselors with a forum to explore and discuss the literature, practice, and current issues associate with school counseling. Sample topics for discussion include ethics, certification, special client populations (e.g. children with disabilities, children who are grieving); legislation professional organizations, current issues (e.g. supervision, peer mediation and conflict resolution, motivation, state standards, and evaluation of school counseling services. This course is required for school counselors seeking permanent certification.

CE 634. Interventions for School and CMH Counseling

This is an intermediate class designed to improve the clinical skills of graduate students in Counselor Education by providing them with an in-depth application experience in the Multidimensional Approach to the diagnosis and treatment of psychological disorders of children and adults. This approach emphasizes the genetic,

biological, race, gender, class, religious difference, sexual orientation and social learning factors as they influence the individual and their psychological disorder.

CE 636. Seminar in Clinical Mental Health Counseling

This course is designed to provide a forum to explore and discuss the literature, practice and current issues associated with community mental health counseling. Topics for discussion will include ethics, licensure, certification, special client populations, legislation, and professional organizations. It will be expected that students utilize knowledge obtained from their graduate program classes and insights from the internship experience to explore these issues and potential solutions.

CE 637. Management of Clinical Mental Health Programs

This course is designed to provide an opportunity for the student to integrate the knowledge and skills learned in the academic program with the experiences with-in an agency setting. The seminar is offered in cooperation with local mental health professionals and includes on-site visits.

CE 638. Multicultural Counseling

This course provides an introduction to cross cultural counseling. The course examines three distinct areas: cultural awareness, knowledge of other cultures, and allows students to look at the skills component. Students are taught through lectures, exercises, videotapes and guest speakers. The course offers an introduction to the lifelong continuous journey of counseling clients from diverse populations.

CE 640. Introduction to Addictions

Students will obtain an overview of: abused substances and addictions; the addiction field, including treatment approaches and modalities; theoretical models applied to understanding abuse and addictions; trends in alcohol and other drug (AOD) use, abuse, addiction and treatment.

CE 641. Psychopharmacology and Addictions

This course is designed to be an introduction to the field of psychopharmacology and how it applies to addictions. Students will obtain an overview of a gamut of drugs and their classifications, site of action, use, interactions, abuse, and addiction. In addition, the biological and psychosocial aspects of dependency are addressed.

CE 642. Introduction to Crisis Counseling

This course is intended to introduce the Counselor Education Student to crisis counseling in community, mental health, and school settings. During this course: a) Students will become knowledgeable of theories of crisis counseling; b) Students will be introduced to techniques of crisis counseling, including ethical and multicultural issues; c) Students will become familiar with settings, assessment techniques, diagnoses, and situations requiring crisis counseling; d) Students will become familiar with local agencies and schools crisis intervention plans, and how they are coordinated with county crisis planning and management; and e) Students will become familiar with emerging professional counseling career opportunities in crisis counseling.

CE 643. Counseling for Trauma-Causing Events

This course will provide the student with working knowledge in several important areas of crisis and emergency counseling interventions in community mental

health agencies, hospital emergency and psychiatric departments, and schools with emphasis on knowledge and skills for trauma assessment and treatment, crisis management, bereavement in crisis and emergency situations, pain management in emergency situations, evaluation of psychiatric emergencies. CE 642 is recommended but not required as pre-requisite.

CE 644. Medical, Psychological & Vocational Aspects of Disability

To provide students with a fundamental understanding of the etiology, manifestation, and prognosis of a gamut of medical conditions and their resulting developmental, emotional, physical, and or psychiatric disabilities. These conditions are addressed within the environmental context of individuals. Functional, psychosocial, cultural and vocational implications of these disabilities are identified, empirically based rehabilitation methodologies are discussed, and the rehabilitation counselor's role within a medical team is elaborated.

CE 645. Management of Rehabilitation Counseling Programs

To provide students with an overview of the vocational rehabilitation process; disability, case and caseload management; forensic, substance abuse and psychiatric rehabilitation; school to work transition; community resources and coordination; and work with special populations. Legislative, historical and philosophical roots of rehabilitation counseling are addressed, in addition to current issues and trends in rehabilitation.

CE 646. Psychiatric & Vocational Rehabilitation

To introduce students to the types of psychiatric issues, resulting disabilities and rehabilitation practices. Specifically,

students are exposed to the history, mission, principles, and practice of psychiatric rehabilitation. Issues related to consumer empowerment, advocacy, community integration, vocational paths and family intervention are addressed.

CE 647A. Internship I: Rehabilitation Counseling

To provide the rehabilitation counseling intern with an opportunity to: 1) perform all the activities that a regularly employed rehabilitation counselor would be expected to perform, 2) explore and address ethical and legal issues related to the profession of rehabilitation counseling. Students must complete a minimum of 300 clock hours under the supervision of a certified rehabilitation counselor.

CE 647B. Internship II: Rehabilitation Counseling

To provide the rehabilitation counseling intern with an opportunity to: 1) perform all the activities that a regularly employed rehabilitation counselor would be expected to perform, 2) explore and address ethical and legal issues related to the profession of rehabilitation counseling. Students must complete a minimum of 300 clock hours under the supervision of a certified rehabilitation counselor.

CE 649. Couples and Family Counseling

This is an introductory course offered annually to acquaint the student with the fundamentals of family and marriage counseling. The student would be introduced to the predominant theories and specific techniques of marriage and family counseling. The course will discuss typical and atypical examples of family development to make students aware of a multi-cultural and diverse society.

CE 650. School Counseling

and Special Education

This graduate counseling course is aimed at providing school counselors, especially those without a prior teaching degree, with a general introduction to the special education field as it relates to counseling. The following areas will be explored: 1) Classification categories, terminology and education laws, 2) Counseling assessment, intervention and case management tools, 3) Roles and responsibilities of school counselors within the special education team, and 4) Current issues.

CE 651. Assessment with Children

This is an on-line intermediate course designed to improve the clinical skills of the graduate students who have taken introductory courses in Developmental Psychology, Techniques of Counseling and Testing and Assessment. Students will learn how to administer, score and interpret a test better designed to assist with treatment planning. The research and techniques of treatment protocols for children will be explained in detail.

CE 652. Brief Therapy

This is a course to introduce the underlying assumptions, concepts, and techniques of Solution-Focused Brief Therapy. It will compare and contrast the post-modern philosophy of counseling with that of the medical framework most associated with the counseling field.

CE 653. 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.

CE 654. 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.

CE 655. 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.

CE 660. Special Topics in Counseling Psychology

To provide students with intensive study on a particular topic in the field of Counseling. Fall, Spring

CE 661. Grief Counseling: Coping with Loss and Understanding the Grief Process.

In this course, a myriad of losses are discussed, including but not limited to: death, divorce, disability, employment, war, and infertility. Differential grief responses are addressed, and a gamut of assessment and intervention strategies are identified, in order to assist the person who is grieving, cope with the loss in a positive manner. What constitutes 'pathological grief' will be reviewed, as well as, cultural responses to, and rituals in regard to, the grieving process. Students will increase their own self-awareness as to their loss experiences and grieving mechanisms. Community resources related to grief, such as support groups and Hospice, will be discussed, as well as numerous online tools.

CE 698. Independent Study

Study and research conducted under the supervision of a faculty member in an area of interest mutually shared by the student and supervisor.

CE 699. Master's Thesis

The thesis involves substantial research work on a topic identified by the student and approved by the thesis adviser. 0 credits.

DIFF 503. Assessment of Students with Exceptionalities

The course content is designed to provide a broad overview of assessment, diagnosis, and evaluation of students with exceptionalities, including those with special gifts and talents and/or disabilities. A variety of assessment strategies, including authentic assessment and curriculum based assessment, along with criterion-referenced tests and norm-referenced tests are introduced in reference to standards in English/Language Arts, Math/Science/Technology, and Social

Studies. Course content also includes current issues regarding inclusion, educational reform and emerging directions in the field.

DIFF 504. Communication and Collaboration Skills Standard-Based Inclusive Education

This course centers on the development of effective communication and collaboration skills for building and maintaining inclusive support systems for students with exceptionalities. The creation of alliances and affiliations among school and community entities and the provision of mutual academic, social, emotional, and technical support systems for students with exceptionalities, ranging from those with significant learning and behavior problems to special gifts and talents, will be examined within the framework of the family, school, and community. Co-teaching models and strategies to support inclusive classrooms and communities will be examined. Systemic approaches, including those that facilitate successful school change and safe schools, will be explored.

DIFF 506. Language, Literature, and Communication for Students with Exceptionalities

The course content is focused on providing candidates with an introduction to first and second language acquisition principles, and Alternative Augmentative Communication (AAC). The course will explore ways to enhance language development, communication skills, and literacy, specifically when working with students with exceptionalities*, which includes students of culturally and linguistically diverse backgrounds (CLD), as well as students with special gifts and talents, those with learning disabilities, and

those with significant communication issues.

DIFF 510. Differentiated Instructional Strategies

The course content focuses on procedures, regulations and methods for fostering successful integration and full inclusion of students with exceptionalities, including those with special gifts and talents and/or learning and behavioral disabilities. Instructional strategies are addressed that facilitate the creation of educational environments in which all students can progress toward and/or exceed educational standards across instructional content areas. The course includes a focus on designing instruction to address the needs of students with variety of learning needs and characteristics and includes a 15-hour internship experience working with students with disabilities.

DIFF 511. Foundations of Inclusive Education

Foundations of inclusive schooling for students with exceptionalities, including those with special gifts and talents and/or disabilities. Emphasis is on creating inclusive school communities that allow all students to progress toward and/or exceed educational standards; also included are history, philosophies, and theories of inclusive education.

DIFF 512. Advanced Behavioral Strategies

The course content includes individualized positive behavioral supports and strategies aimed at identifying and defining target behaviors, observing and identifying factors within the instructional setting which may influence the student's behavior, collecting data, identifying specific triggers of problem behavior and

consequences that maintain the behavior, and identifying and testing hypotheses regarding the function(s) of problem behavior. The course will also explore character education and legal issues related to discipline of student with and without disabilities.

DIFF 515. Assistive Technology

The course focuses on using assistive technology for standards-based instruction of students with exceptionalities, including those with special gifts and talents and/or disabilities, in English/Language Arts, Math/Science/Technology, and Social Studies. Course materials will include assessment of assistive technology needs, practical and ethical concerns in evaluating assistive technology needs, guidelines for writing goals involving assistive technology and resources for funding assistive technology. Students will gain experience with various types of assistive technology devices that may be used to differentiate instruction in inclusive classrooms and other integrated environments.

DIFF 590B. Extended Practicum for Graduate Education – Students with Disabilities (Birth – Grade 2)

Extended practicum is the culminating experience in the professional preparation of teachers. The extended practicum experience consists of 250 hours of teaching in a classroom under the guidance of a mentor teacher who is certified to teach students with disabilities at the Birth-2 (Early education) level. Students are expected to apply appropriate differentiated 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, implement curriculum, organize and manage the classroom

environment and exhibit the characteristics and ethics of a professional educator.

DIFF 590C. Extended Practicum for Graduate Education – Students with Disabilities (Grades 1 - 6)

Extended practicum is the culminating experience in the professional preparation of teachers. The extended practicum experience consists of 250 hours of teaching in a classroom under the guidance of a mentor teacher who is certified to teach students with disabilities at the 1-6 grade level (childhood). Students are expected to apply appropriate differentiated 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, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

DIFF 590G. Extended Practicum for Graduate Education – Students with Disabilities (Grades 7 - 12)

Extended practicum is the culminating experience in the professional preparation of teachers. The extended practicum experience consists of 250 hours of teaching in a classroom under the guidance of a mentor teacher who is certified to teach students with disabilities at the 7- 12 grade level. Students are expected to apply appropriate differentiated 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, implement curriculum, organize and manage the classroom environment and

exhibit the characteristics and ethics of a professional educator.

DIFF 598. Contemporary Field Research and Practicum in Standards-based Differentiated Instruction

This course combines a 50-hour practicum with reporting on the action research project designed in EDUC 500. The practicum will provide experience in teaching students in inclusive settings who learn at a pace and level significantly different from that of their classmates, including but not limited to those with special gifts and talents. The field experience is individualized to meet the needs of particular students; consequently, students must meet with the adviser to plan this experience. Students will propose their individualized experiences through an application process; the application must be submitted by mid-semester prior to the semester during which the student takes the course. Submission of a portfolio showing professional growth and accomplishments also is required.

EDL 515. Leadership for the Principalship

This course focuses on the role and functions of the building principal in the selection, assignment, and orientation of staff; personnel problems; administration of the curriculum; course scheduling; collective bargaining; office and plant management; and community relations. Students examine fundamental process and functions of educational management, including leadership styles, delegation, conflict resolution, problem-solving, and planning. Attention is paid to the functions of power, authority, change, ethics, and leadership. Fall

EDL 522. School and Community Relationships

Students learn to communicate effectively with various cultural, ethnic,

racial, and special interest groups within the community and learn to involve them appropriately in policy development, assessment, and planning. Students learn to design and implement community school concepts, community needs assessments, community participation projects, and community education. Students develop an understanding of community power structures, and major opinion leaders and their relationships to the school. Students develop an effective and interactive staff communications plan and public relations program. Spring

EDL 523. School Law

Students learn sources of and learn to apply knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education. Students will apply knowledge of common law and contractual requirements and procedures in an education setting regarding tort liability, contract administration, formal hearings, etc. Attention will be paid to the legal structure for education, as well as the rights and responsibilities of school personnel, parents and students. Fall

EDL 524. School Finance

Students learn basic principles of financing public schools, taxation, budget analysis, financial management and fiscal accountability. Students develop competency with accounting systems, various budgetary approaches and procedures, purchasing bonding, borrowing, investing and developing cash flows. Students develop an efficient budget planning process driven by district and school priorities involving staff and community. Spring

EDL/EDUC 533. Historical and Philosophical Foundations of Curriculum

The purpose of this course is to provide

teachers and administrators with a solid historical and philosophical curriculum foundation in order to prepare them to be leaders of K-12 curriculum development and design. Students will examine numerous historical, theoretical and philosophical approaches to the foundations of curriculum design. Students will explore components of curriculum design and implementation as they relate to local and state curriculum issues and trends. Students will gain knowledge of approaches to the curriculum process, the nature of the subject matter and how society/culture and learners contribute to the curriculum. Students will analyze curriculum evaluation strategies and curriculum-based assessment in terms of the effect of the curriculum on students and the school community. Elective

EDL 535. Evaluation and Supervision of Instructional and Other Staff

Students develop an understanding of the various techniques of supervision and personnel evaluation in order to conduct effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. Students utilize a variety of supervisory models (such as clinical, developmental, cognitive, and peer coaching) to improve teaching and learning. Students develop the ability to work with faculty and other stakeholders to identify needs for professional development that improve student outcomes. Students apply adult learning strategies to insure that professional development is incorporated into practice and learner assessment. Students identify and apply appropriate policies, criteria, and processes for recruiting, selecting, compensating, inducting, and placing personnel with regard to equity and diversity as well as expertise. Fall

EDL 538. Designing Curriculum for Standards Based Education

This course will focus on the participatory process for developing curricula in schools. Students will examine strategies for developing, assessing, and revising curricula particularly in light of the national and state standards including the Common Core Learning Standards. Particular attention will be paid to curriculum articulation, scope and sequence across the K-12 curriculum and the political implications of the standards movement. Students will learn to conduct curriculum audits, curriculum mapping, and curriculum-based assessment. Spring

EDL 542. Special Education for School Administrators

The purpose of this course is to help school administrators become conversant with special education processes, regulations, and funding sources. By the end of the course, students will be able to explain how children are referred to the Committee on Special Education (CSE); demonstrate their understanding of the CSE meeting process; write a sample Individualized Education Plan (IEP); understand the legal obligations of school districts to students with disabilities; and identify the roles of school personnel in CSE decision making. Fall

EDL 597A. Practicum (Curriculum & Instruction)

The practicum is competency-based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part-time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon

completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in-school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. 1 credit. Elective

EDL 597B. Internship (Curriculum & Instruction)

The internship is competency-based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part-time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in-school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. 2 credits. Elective

EDL 599A. Practicum (School Building Level)

The practicum is competency-based following the national Educational

Leadership Consortium Council (ELCC). It constitutes 200 clock hours in an elementary or secondary school setting on a part-time basis. (This field experience will be opposite of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of three (3) building level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in-school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building level supervisors, and supervised by university and school personnel. 1 credit. Spring

**EDL 599B. Internship
(School Building Level)**

The internship is competency-based following the national Educational Leadership Consortium Council (ELCC). It constitutes 400 clock hours in an elementary or secondary school setting on a part-time basis. (This field experience will be opposite of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) building level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in-school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building level supervisors, and supervised by university and school

personnel. 2 credits. Summer, Fall, and Spring

EDL 610. Negotiations

This course prepares administrators to negotiate and manage effectively collective bargaining and/or written agreements. Topics include: ground rules, limits of authority, non-negotiable items, binding arbitration, impasse, unilateral releases, public relations, preparation of written agreements, the Taylor law, PERB, grievances, improper practices, legal and illegal strikes against public employers, procedures and the rules of bargaining. Fall

**EDL 615. Using Data
for School Improvement**

This course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies in interpreting and presenting data in order to improve educational practice. Students will also explore (1) the use of data within curriculum, instruction and comprehensive school improvement efforts and (2) as an administrator, how to develop a data driven culture within the school. Elective

EDL 620. The Superintendency

The role of the school superintendent is analyzed with reference to job responsibilities of the position. The knowledge, skills and dispositions necessary to serve successfully in the position are examined. Fall Prerequisites: EDL 515

**EDL 630. Central Office
Leadership and Planning**

This course prepares administrators for central office leadership and the role and responsibilities of the central office administrator. Topics include: political, social, and economic environments and

resulting relationships; school board relationships; management team construction; plant planning, including construction issues; needs assessment as related to short- and long-term planning issues; grants and outside funding issues, and personal time management. Spring

EDL 640. Leadership in Personnel Administration

Students examine key conceptual and practical issues in leadership of human resources in educational settings. This course provides an overview of the basic HR functions at the building and district levels. Areas of focus include: planning, motivating personnel, performance evaluations, collective bargaining, termination and discipline. Competency development is primarily through research, simulated problem solving, role playing, and case studies. Elective

EDL 698. Independent Study

Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required 1-3 credit hours.

EDL 698A. Practicum (School District Level)

The Practicum is competency-based following the national Educational Leadership Consortium Council (ELCC). It constitutes 90 clock hours in a district office setting on a part-time basis. The practicum is completed in a different semester than the internship and may be started upon completion of two (2) district level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial district office

experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with the on-site district level supervisor, and is supervised by university and school district personnel 1 credit.

EDL 698B. Internship (School District Level)

The internship is competency-based, following the national Educational Leadership Consortium Council (ELCC). It constitutes 90 clock hours in a district office setting on a part-time basis. The internship is completed in a different semester than the practicum and may be started upon completion of three (3) district level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial school district experiences over an extended period of time in diverse settings. The internship is planned cooperatively with the on-site district office supervisor, and supervised by university and school district personnel 2 credits.

EDUC 500. Research Methods

This course helps educators and counselors exercise and expand their critical thinking skills by critique and generation of research projects or publications. The course aims to make teaching and counseling work easier and more effective by developing skills to solve research problems. Candidates will recognize the characteristics of well-designed research and be able to identify what methodologies for data collection and analysis may be used given the research questions, as well as write acceptably formatted research papers. 3 credit hours

EDUC 505. Technology for Educators and Counselors

This course will develop understanding, perspective, competence and leadership in the use of information technology in education settings. Part of the course will be offered over the Internet to provide students with hands-on experience and allow the student to gain a working appreciation of the value of this educational medium.

EDUC 510. Advanced Human Growth and Development

The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence, adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational practices.

EDUC 523. 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 practice. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

EDUC 524. Methods and Models for Special Subjects

This course expands on knowledge gained in EDUC 523. Designing and Delivering Instruction and 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 use of technology, application of discipline-specific curriculum standards, current issues and professional development. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course. 2 credits.

EDUC 524A. Secondary English Methods 1 credit.

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for 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 effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC 524B. Secondary Language Other Than English Methods 1 credit.

This course examines the methods, skills and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E classroom. Additional emphasis is placed on the uses of technology,

application of L.O.T.E. curriculum standards, current issues, and professional development.

EDUC 524C. Secondary Math Methods
1 credit.

This course examines the methods, skills and best practices for teachers of Math. The recommended practices and activities from the National Council for 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 effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC 524D. Secondary Science Methods 1 credit.

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 effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC 524E. Secondary Social Studies Methods 1 credit.

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for 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 effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC 526. Managing Instruction and Behavior

Students learn 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.

EDUC 528. Legal Issues for Teachers

This course examines legal and ethical issues affecting teachers, including civil and constitutional issues, copyright (including internet) issues, testing and grading issues, teacher liability, employment, contracts, assignment, dismissal tenure, retirement, special needs issues, and pupil control. Students will be familiar with major laws and cases that affect schools, as well as sources of information on legal issues for teachers.

EDUC/EDL 533. Historical and Philosophical Foundations of Curriculum

This course is designed to provide the student with a background in the foundations of curriculum theory and practice in the K-12 setting. Students will study the historical origins of technical and non-technical approaches to the curriculum process, as well as the

nature of the subject matter, society/culture and learners as contributors to the curriculum. The curriculum revision process, including local and state influences upon the curriculum, and issues of ownership of the curriculum will be examined. The role of the school curriculum as a critical factor in our democratic society is a central theme of the course. Curriculum evaluation strategies and curriculum-based assessment will be analyzed in terms of the effect of the curriculum on students and the community. The purpose of this course is to prepare teachers and administrators to be curriculum leaders.

EDUC 540. 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 and 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.

EDUC 560. 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 mild/moderate disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. A field experience is required with this course. Prerequisite: Taken concurrently with student teaching.

EDUC 588. Secondary Student Teaching: Grades 7-12

Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately 14 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.

EDUC 599J. 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 also will 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.

EDUC 698. Independent Study

Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required. 1-3 credit hours.

READ 501. Theories and

Foundations of Literacy

This course is a historical and conceptual survey of theories and models related to literacy learning and instruction. The developmental nature of literacy processes across the lifespan is explored. Theoretical models and pedagogical practices related to literary skill acquisition and the development of language comprehension and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections in K-12 classroom settings.

READ 520. Language Arts

This course investigates the research base for current trends in language arts instruction and evaluation. Theories of language development as they influence instructional methodologies for reading, writing, speaking, and listening will be studied. Requirements include the development of a multi-week thematic or literature unit.

READ 525. Problems of Literacy in the Secondary Schools

This course is designed to address the various difficulties secondary teachers encounter when trying to develop the literacy processes and proficiencies of diverse groups of secondary learners. Special needs and emotional, economic, social, and cognitive problems will be explored. Candidates will learn pedagogical approaches that teachers can use to enhance the literacy and critical thinking outcomes of secondary learners across academic disciplines.

READ 540. Supervision and Curriculum Issues in Literacy Programs

This course provides an examination of the leadership and curricular roles and responsibilities of teachers of literacy, including literacy coaches and specialists. It stresses competencies in the development and management of

school literacy programs, including the development of collegial relations, school-wide planning and support for literacy achievement, Response to Intervention, management and evaluation of curricular materials and resources, school assessment programs, data-driven decision making, legal issues, and other topics pertinent to literacy leaders. The course requires 30+ hours of experience in K-12 classroom settings as part of the Literacy Coaching Internship.

READ 550. Teaching Linguistically and Culturally Diverse Learners

This course heightens teacher-education candidates' sociocultural consciousness and expands their abilities to meet the needs of linguistically and culturally diverse learners in K-12 classrooms. Building from a social justice perspective, candidates develop pedagogical practices that are culturally responsive, theoretically grounded, and supported by empirical research. Specifically, candidates (1) explore the dynamic and reciprocal relations between first- (L1) and second-language (L2) acquisition and literacy development; (2) learn about approaches that leverage both L1 and L2 to develop literacy abilities and disciplinary knowledge; and (3) practice techniques to foster the development of academic language and the ability to code-switch between primary discourse and 'standard English.' Particular emphasis is placed on valuing students' discourses and funds of knowledge. Throughout the course, candidates make connections between these specific topics and other contemporary issues in literacy education. 15+ hours of field experience, working with linguistically and/or culturally diverse learners in K-12 classroom settings, is required.

READ 560. Literacy in the Content Areas

This course is a survey of discipline-specific and cross-content-area literacy methods, study skills, critical thinking strategies, and information processing techniques to enhance literacy processes and outcomes in grades 4-12. The course addresses the following topics: disciplinary-specific reading, writing, and thinking practices; text analysis and its relation to lesson design; the role of metacognition and prior knowledge in reading and writing; and the use of technology and multimodal representations. The role all teachers play in supporting literacy development and integrating literacy learning across all disciplines is stressed.

READ 570. Diagnosis and Assessment of Literacy

This course is the first of a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with an array of formal and informal assessment tools and techniques to use when diagnosing learners' who are experiencing struggles with reading, writing, or spelling. The overarching course project involves the assessment and evaluation of a learner's literacy achievement, skills, and strategies, and the construction of a cogent report that touches on all areas of the learners' strengths and limitations or instructional needs.

READ 575. Literacy Instruction for Individuals and Small Groups – Childhood

This course is the second in a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching early childhood

and childhood learners as individuals as in small groups. This course develops students' abilities to provide developmentally appropriate instruction in the areas of emergent literacy, word recognition, fluency, spelling, meaning vocabulary development, comprehension, comprehension monitoring, and the reading-writing connection. The focus of the course is on designing instruction that addresses children's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.

READ 580. Clinical Practicum in Childhood Literacy

The Clinical Practicum is the culminating experience of the master's degree in Childhood Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the early childhood and childhood levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.

READ 585. Literacy Instruction for Individuals and Small Groups – Adolescence

This course is the second in a three-course sequence related to the diagnosis

and teaching of middle and adolescent learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching middle and adolescent learners as individuals and in small groups. This course develops candidates' abilities to provide developmentally-appropriate instruction in the areas of word recognition, spelling, meaning vocabulary development, comprehension, comprehension monitoring, writing, and study strategies. The focus of the course is on designing instruction that addresses learner's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.

READ 595. Clinical Practicum in Adolescent Literacy

The Clinical Practicum is the culminating experience of the master's degree in Adolescent Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the middle and secondary levels for at least 50 clock hours across the semester, under the supervision of the course

instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.

READ 599. Literacy Coaching Internship

This course allows candidates in the MSED Literacy Programs to complete the in-school internship hours required by the International Reading Association's (2010) Standards for Reading Professionals. Candidates work 60+ clock hours in school settings under the supervision of teachers certified in literacy or reading. Candidates receive credit in other courses in the program for completing four (4) projects related to work undertaken during the internship hours. Candidates' performance in the Literacy Coaching Internship is assessed Pass/Fail based on documented completion of the required internship hours and all four internship projects, favorable recommendation from the on-site supervisor, and successful completion of all four (4) internship projects. 0 credit hours.

READ 698. Independent Study

Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required. 1-3 credit hours.

Russell J. Jandoli School of Journalism and Mass Communication

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Master of Arts in Integrated Marketing Communications

Program Director: Richard A. Lee, Ph.D.
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PROGRAM OVERVIEW

As the Jandoli School's first graduate program, Integrated Marketing Communications integrates the management of all communications and marketing tools to build positive and lasting relationships with consumers and stakeholders on the local, regional, national and international levels. An innovative graduate program in New York state, IMC remains a comprehensive way of looking at business communications in a world economy.

IMC realigns communications efforts, not as single and separate entities such as advertising, public relations, direct marketing, digital and social media marketing, research methods and business writing, but as a strategic coordination of a variety of communication and marketing voices. The end result is to optimize the impact of persuasive communication by coordinating the many important elements of the marketing communications mix.

Taking the 33 required credits in IMC gives graduate students the opportunity to hone their skills in critical thinking and analysis, business writing, and communications. In the end, our graduates will be stronger communicators and business practitioners and fully equipped to respond to IMC challenges on the local, regional, national and international levels.

COMPLETION TIME AND PROGRAM STRUCTURE

BUFFALO CENTER: Full-time students can complete the degree in 16 months. Classes meet on weekends at our Buffalo Center on the Hilbert College campus in Hamburg. Courses are offered in a weekend format, meeting on Friday nights from 6 to 9 p.m. and Saturdays from 9 a.m. to 2:30 p.m. Students take one course at a time over five-week periods.

SBU CAMPUS: Students can complete the degree on St. Bonaventure's main campus in two academic years. Classes meet on Mondays and Wednesdays or Tuesdays and Thursdays from 6 to 9:55 p.m. during the fall and spring semesters.

ONLINE ONLY: Students taking the all-online format work at the own pace to complete the program in a timeframe that best meets their individual needs.

FACILITIES

St Bonaventure University's Buffalo Center is located on the Hilbert College campus in Hamburg, N.Y. The college library, computer laboratories, cafeteria, and campus facilities are available to St. Bonaventure students during the week, including evenings and on Saturdays. Students are issued library cards so they may use libraries at St. Bonaventure, the State University of New York at Buffalo, and Buffalo State College.

ADMISSION REQUIREMENTS

Admission to this program is based on a composite decision in review of:

1. Application for admission
2. Transcripts from all colleges attended
3. Personal statement – how the IMC program aligns with personal/career goals
4. Two letters of recommendation (one from supervisor or professor)
5. Interview or additional information, if requested by program director

Students are encouraged to complete their applications at least two months before their expected start date. International students should contact the Office of International Studies for additional requirements.

FACULTY

Most faculty have significant business experience on the local, regional, national and/or international levels. Faculty members are accessible to students.

DEGREE REQUIREMENTS

Required courses (27 hours, each three credits except for IMC 830):

IMC 500	IMC Principles and Practices
IMC 520	Marketing Communications Research
IMC 560	New Media: Digital Communications for IMC
IMC 600	Strategic Marketing Management for IMC
IMC 610	Financial Tools for IMC and the International Economy
IMC 620	IMC Creative Message Strategy
IMC 700	Fieldwork
IMC 740	The Practice of Public Relations
IMC 800	IMC Cases and Campaigns
IMC 830	IMC Campaign Project

Electives ** (6 hours, must choose two of the following):

IMC 570	Traditional and Online Research for IMC
IMC 580	Internet Advertising and Social Media

IMC 590	The Mobile Web
IMC 630	Media and Communications Planning and Strategy
IMC 650	Public Relations Seminar
IMC 660	Advertising, Internet Marketing and Publicity Management
IMC 670	Broadcast Management for IMC
IMC 680	Advertising Copywriting and Design Direction
IMC 720	Advertising Design
IMC 760	Ethical Issues in Mass Communication and Business
IMC 780	Legal Environment of Business and Mass Communication
IMC 820	Organizational Structure and Behavior

**IMC students may also take up to two courses offered through the Masters of Business Administration (MBA) program as Integrated Marketing electives. The specific MBA courses that qualify as IMC electives are determined by, and approved by, the IMC Director and the Director of the MBA program.

EXIT CRITERIA

To be awarded the M.A. in Integrated Marketing Communications, a student will be evaluated on:

1. A cumulative GPA of at least 3.0
2. Submission of an original Integrated Marketing Communications Campaign project (in lieu of a comprehensive exam or thesis).

COURSE DESCRIPTIONS

(all courses are 3 credits except for IMC 830)

IMC 500. IMC Principles and Practices.

This is the foundational IMC course. It reviews the functional marketing communications areas such as advertising, PR, sales promotion, business communications and writing, and direct response in terms of their strengths and weaknesses in an integrated program. This course focuses on strategy and planning, with students concentrating on integrating targets, timing, and message strategies. It provides an overview of both U.S. and global marketing communication practices.

IMC 520. Marketing Communications Research. This is an introductory course in the field of marketing research designed to provide the student with an

overview of the purposes, procedures, and applications of marketing research. Students will learn not only to use market research but to do market research, through a step-by-step marketing research process. Students will learn how to obtain and use secondary data and syndicated information services, and to design and conduct both qualitative and quantitative primary marketing research. Finally, basic statistics, data analysis, and reporting, as well as how to use statistical software, will be studied.

IMC 560. New Media: Digital Communications for IMC. The web has become an increasingly important communications tool. Not only must IMC professionals present their

information in a credible fashion, they must also present it in an easy-to-use, well-organized fashion. This course will look specifically at digital communication as it influences the IMC practitioner, ensuring students learn how to design and manage corporate websites in order to best meet an organization's goals as well as the needs of various Web audiences. Students will be encouraged to incorporate animation and video into their final Web site project and to fully demonstrate their ability to utilize the latest technology in website design.

IMC 570. Traditional and Online Research for IMC. This class emphasizes the fundamentals of marketing and communications research including both qualitative and quantitative methods. The research class also focuses on evaluating messages and determining their delivery. Students will analyze primary and secondary data to solve marketing communications problems and address the special problems created by large databases. Emphasis is on analytical technology and multivariate methods. The course stresses strategic use of analysis through application and project examples.

IMC 580. Internet Advertising and Social Media. Consumer adaptation of new communication applications and technologies (social websites, blogging, social bookmarking, micro-blogging, consumer-generated-content development) is changing the advertising landscape. This course will focus on applying strategic and creative thinking to creating marketing messages in the digital space, and students will learn to create marketing strategy for the digital space. The course will review current research on consumer perception of advertising in the digital space and explore case studies from companies making headway in online

communication. Students will develop a fundamental understanding of how consumers use the digital space to enhance their lives, work and relationships. This course will expand upon the concepts of website creation and copywriting best practices, web user experience, website analytics, online advertising campaigns, social media and search engine optimization presented in IMC 560: New Media.

IMC 590. The Mobile Web. The Web is no longer a place we visit solely through a PC. Consumers worldwide now expect to access the Internet in motion on their mobile phones and tablets. This course will explore the mobile Web ecosystem, mobile consumers, key principles and distinctions of mobile marketing and best practices in integrated mobile campaigns. By course end, students will be capable of not only offering a strategic integrated mobile campaign, but will have a fundamental understanding of the global mobile marketplace and why the mobile web is the new marketing imperative.

IMC 600. Strategic Marketing Management for IMC. This course is designed to develop decision-making skills by examining selected topics including marketing strategy, analysis of strategic marketing opportunities, dominant themes in strategic marketing planning, and the design, implementation, and control of strategic marketing plans. Also, this class examines segmentation procedures, competitive analyses, portfolio lectures, case analysis, and a computer-based simulation of strategic marketing management.

IMC 610. Financial Tools for IMC and the International Economy. This course provides expert training on the financial tools with which the IMC executive must work while processing the translation of

cold numbers into skilled communication. By offering a background in economics, time value of money, capital budgeting, financial markets and quantitative analysis, this course will prepare the IMC executive to oversee and make informed financial and budgetary decisions regarding an organizations IMC plan on the national and/or international scale.

IMC 620. IMC Creative Message

Strategy. This class focuses on strategic thinking and critical skills in the development of a variety of marketing communications messages. Students will learn to develop strategy, to evaluate creative work, and to maintain strategic continuity across media. Students will also position products in terms of the competitive situation, the circumstances of use, and the cultural environment.

IMC 630. Media and Communications Planning and Strategy.

Advertising and the mass media landscape are changing, making the decisions of how, when and where to spend media budgets ever more important. This course aims to provide students with both a theoretical and practical understanding of media measurement & testing, media allocation strategy, media buying, media negotiations, campaign tracking, buy execution and post-buy analysis. In addition to examining academic research on the topic, current industry trade research will be utilized to provide students with insight into the day-to-day challenges and changes facing media practitioners. The course will take a logical approach and guide students through essential basics such understanding the current media landscape and its context in comparison to historical media planning assumptions. It will educate students on media measurement standards (reach, frequency, CPM, CPA), and available

media options (traditional: print, radio, television, out of home, and digital/online).

IMC 650. Public Relations Seminar. This course provides a comprehensive analysis of public relations practices for the IMC practitioner in a global society. Topics include how to research, define, develop, and deliver an effective public relations campaign; use social media platforms for brands, work with for-profit and not-for-profit organizations; and manage and mitigate crisis communications situations on the local, regional, national and/or international levels. Course pedagogies include case studies, guest speakers, simulations, and live-client consulting. Finally, the course examines the use of computer technology and dialogue through social media as they apply to the public relations executive and the IMC practitioner.

IMC 660. Advertising, Internet Marketing and Publicity Management.

This course introduces the concept of Integrated Marketing Communications as applied to the specific marketing elements of advertising and broadcast media, consumer and trade promotions, direct marketing, public relations and packaging/point-of-purchase tactics. Students learn to research, establish, and manage advertising campaigns, including evaluating those campaigns. In addition, students investigate how to use sales promotion to bring behavioral change in the contexts of consumer and trade promotion. Students learn how to generate and manage publicity.

IMC 670. Broadcast Management for IMC.

This course explores the role of broadcasting as it applies to the Integrated Marketing Communications mix. Students will examine the organization and business operations of

broadcast (radio, television, cable, network affiliate or independent) media. The course will focus on the range of issues faced by broadcast managers. These include operations; personnel recruiting, training, and evaluations; broadcast skills development; ratings; budget control; and use of new technologies and planning.

IMC 680. Advertising Copywriting and Design Direction. The purpose of the course is to prepare students to the creative process, with an emphasis on copywriting and managing the visual arts aspects of creative marketing communications. The primary focus of this course will be the executional phase of the creative process: the concepting, the trial-and-error, the intense executional discipline, the reworking, polishing and refinement, and the final presentation of ideas to either a creative director or a client.

IMC 698. Special Topics in Integrated Marketing Communications. 1-3 credits.

IMC 700. Fieldwork. An on-site analysis of the marketing communications program of an organization. Students will do field research from within an organization to determine marketing communications practices and procedures, analyze the current marketing communications and organizational situation, and then make recommendations as to how the total marketing communications program can be improved.

IMC 720. Advertising Design. This course is designed to examine the world of international and national advertising as it pertains to the IMC practitioner. Particular emphasis is placed on the creative and functional aspects of advertising, including, but not limited to, account management, media planning,

budget analysis, and consumer research. This course offers a detailed examination of the advertising industry and builds upon the foundational course, IMC 660: Advertising, Sales Promotion and Publicity Management. A secondary objective of the course is to increase the level of advertising competence and professionalism by students. Specifically, the course is designed to help students sharpen the following skills: written and verbal communication; organization and planning; time management; and interpersonal/team work.

IMC 740. The Practice of Public Relations. This course places the IMC student in a PR decision-making role in which the primary requirement is to think in planning and program-execution terms. Further, this course examines researching and assessing the public relations environment, establishing goals and objectives, selecting appropriate courses of communications action, implementing those communications programs, and evaluating performance. Finally, the course examines the use of computer technology as it applies to the PR executive and the IMC practitioner.

IMC 760. Ethical Issues in Mass Communication and Business. This course examines manipulative techniques beyond appropriate persuasion related to integrated marketing communications activities. Students will study ethical theories, apply theories to communications and marketing decision-making, and develop frameworks to support ethical decision-making. Students will study case histories, analyze the ethical problems, and make decisions based on solid, ethical principles. Students will examine the professional choices requiring the IMC practitioner to have well-established decision-making skills, moral reasoning capability, and a strong sense

of economic and political awareness. Through a close analysis of contemporary case studies and current thought on business choices, attitudes, behaviors, and professional and public accountability, students will be able to establish their personal professional code of ethical conduct.

IMC 780. The Legal Environment of Business and Mass Communication. The purpose of this course is to provide the student with an introduction to the legal system, focusing on some important issues affecting business and the media. This course recognizes the impact of law on management, marketing decision-making, and mass communications fields. Major U.S. Supreme Court decisions in the areas of prior restraint, libel, privacy, free press-fair trial, and obscenity are considered.

IMC 800. IMC Cases and Campaigns. A course in IMC management that uses the case method to analyze and evaluate IMC strategy and planning. The course will use real-life examples, both domestic and international, from service marketing, industrial marketing, consumer products, and non-profit organizations to give graduate students an opportunity to analyze and critique

the use of IMC strategies and practices from a global perspective.

IMC 820. Organizational Structure and Behavior. This course explores ways to change organizations, ranging from start-up companies to established institutions, to meet the demands of ever-changing environments. Areas of indepth discussion include the theoretical framework of organizational development and change, models of planned organizational change, barriers to implementing change and ways to overcome them, and the roles of the change agent and/or consultant. Students will gain skills in organizational entry and contracting, and will gain a better understanding of the challenge of change through analysis of the theory, research, and practice of IMC development.

IMC 830. IMC Campaign Project . This IMC campaign project is a fully developed integrated marketing campaign with strategy and tactics based on primary and secondary research conducted by the student. A plans book including creative executions is formally presented to a faculty committee in fulfillment of the final requirement for graduation.

Master of Arts in Strategic Leadership

Program Director: Dr. Kimberly Young
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PROGRAM OVERVIEW

The Master of Arts in Strategic Leadership (MSL) is an accelerated, one-year 33-credit online master's program, or a two-year, part-time degree that blends the latest leadership theory and practice with a strong foundation in communication skills required for the global marketplace.

The program provides a highly interactive, team-based learning experience encompassing the following objectives:

- Develop personal awareness and clarity of purpose as a leader;
- Examine ethics and leadership values from a service orientation perspective;
- Foster interpersonal and organizational communication skills;
- Adapt and respond to global changes in the marketplace and diverse populations;
- Develop critical thinking and problem solving skills for leaders;
- Engage in strategic thinking for organizational growth and change.

Online courses are taken in eight-week sessions, with two sessions offered per semester. Courses do not need to follow a specific sequence except for Cornerstone and Capstone courses.

For those wishing to enroll in part-time study, the program can be taken in two years.

The Cornerstone Course, MSL 605. Leadership and Values, is our gateway course that all students must first take. The course introduces students to leadership theories that will be built on throughout the program and students will complete a 360 Evaluation to develop an action plan related to their leadership skills and abilities.

The Capstone Courses, MSL 655. Project in Strategic Leadership (2 credits), and **MSL 660. Leadership Portfolio** (1 credit), are required to complete the program. Each focuses on an individual student project and portfolio that integrates learning throughout the program and demonstrates each student's unique leadership skills and attributes.

ONLINE-ONLY PROGRAM STRUCTURE

The online format of the program isn't just about convenience. Sure, today's busy professionals need the flexibility to take care of their business and personal lives while also pursuing a graduate degree, but our online program provides much more than convenience.

Our excellent faculty are specially trained to teach in the online environment. They will engage students in ways that are not possible in a face-to-face environment, and they're committed to ensuring that students not only learn the content of the curriculum, but that they are able to apply that content to leadership challenges.

Students will have access to technical support any time they need it. In order to set you up for success, all online students will take an online orientation course.

ADMISSION REQUIREMENTS

Admission to the MSL degree program is based on:

1. A completed application;
2. Short essay (500 words) stating candidate's goals for engaging in such a learning experience;
3. A baccalaureate degree from an accredited college or university;
4. Transcripts from all institutions attended;
5. Preference given to candidates with three years or more of significant work experience
6. A current résumé.

DEGREE REQUIREMENTS

Required courses (33 hours, each three credits unless noted)

- MSL 605 Leadership and Values
- MSL 610 Leadership and Diversity
- MSL 615 Developing Human Resources
- MSL 620 Global Leadership
- MSL 625 Organizational Structure and Behavior
- MSL 630 Leading the Digital World
- MSL 635 Conflict Resolution
- MSL 640 Leading Change
- MSL 645 Organizational Performance
- MSL 650 Legal and Political Environments
- MSL 655 Project in Strategic Leadership (2 credits)
- MSL 660 Leadership Portfolio (1 credit)

Electives

- MSL 698 Independent Study in Strategic Leadership
- MSL 699 Special Topics in Strategic Leadership

EXIT CRITERIA

In order to be awarded the M.A. in Strategic Leadership, a student will be evaluated on the following exit criteria:

1. A cumulative GPA of at least 3.0
2. Successful completion of the Leadership Portfolio and Strategic Leadership Project

COURSE DESCRIPTIONS

(all courses are 3 credits except where noted)

MSL 600. Student Orientation

This course takes the place of a physical orientation. It is an overview of services at St. Bonaventure University and how to navigate the online courseware, while providing students the opportunity to have any questions answered as they begin to take online classes. 0 credits.

MSL 605. Leadership and Values (Cornerstone Course)

Students begin the program with a cornerstone course that introduces them to contemporary leadership principles

and practices. Franciscan values related to effective leadership such as servant leadership, respecting each person's dignity, and humility as leaders are explored and self-assessments are used to help students gain insight into their own leadership strengths and areas for improvement. Students will complete a 360 degree evaluation and receive individual coaching on their leadership abilities.

MSL 610. Leadership and Diversity

People have intrinsic value beyond their tangible contributions in the workplace and the community. Understanding the unique contributions of diverse individuals makes an organization effective by capitalizing on all of the strengths of each employee. This course investigates the increasingly prominent issues surrounding diversity. Theories on gender and minorities in the workforce are reviewed so that students gain an understanding and appreciation of the special circumstances they face in modern society. Special emphasis will be placed on the role of the leader in organizations that are addressing the needs of a diverse workforce.

MSL 615. Developing Human Resources

Effective leaders promote the transformation of self, organizations, and systems to create a culture of service and to build community. In this way, leaders must be effective in working in multiple contexts to effectively empower and motivate others. This course builds on theories in managing human resources that help leaders effectively select, train, develop, and build shared vision among employees. Students will evaluate team leadership strategies for empowering and involving others, as well as examine a leader's coaching and mentoring roles as performance enhancement strategies.

MSL 620. Global Leadership

This course focuses on issues that drive global policies, economics and behavior. As we live in an increasingly global world, this knowledge can help leaders to make far more informed decisions in their own work environments and understand more clearly the impacts of those decisions on people, nations, and global systems. The latest leadership theories, models, concepts, principles and practices regarding leadership issues, within the context of global,

international and multicultural organizations are explored.

MSL 625. Organizational Structure and Behavior

This course explores ways to change organizations, ranging from start-up companies to established institutions, to meet the demands of ever-changing environments. Areas of in-depth discussion include the theoretical framework of organizational development and change, models of planned organizational change, barriers to implementing change and ways to overcome them, and the roles of the change agent and/or consultant.

Students will gain skills in organizational entry and contracting, and will gain a better understanding of the challenge of change through analysis of the theory, research, and practice of IMC development.

MSL 630. Leading the Digital World

This course provides an in-depth look at how technology and the Internet are impacting the way organizations and individuals lead, communicate, collaborate, share knowledge, and build ever-expanding communities of learning. Course activities focus on the social and ethical questions posed by today's e-world, as well as management best practices that foster effective use of technology. The course also addresses the issues of leading organizations through the process of change as new technologies are implemented and people strive to adapt.

MSL 635. Conflict Resolution

This course will look at a history of conflict from organized labor to regional and world conflicts with a focus on peaceful resolution and planning with compassionate and respectful leadership. This class will also emphasize

diversity in culture and other factors as an antecedent to conflict. New technologies, globalization, and current event crises will be discussed. Students will be asked to share issues of conflict in the workplace that have had an impact for class discussion and participation.

MSL 640. Leading Change

This course introduces students to change management in organizations mindful of individual self-worth. Using theories, the course will put them into the context of organizational change. Textbook, case study, and student discussion will facilitate learning how to manage organizational change and crises efficiently and effectively in an ever-evolving global environment.

MSL 645. Organizational Performance

Understanding, accessing and sharing data for information and decision-making purposes is critical in a dynamic and rapidly changing business environment. In this class students will develop a basic understanding of statistical representations of data as well as techniques for gathering, organizing and communicating data. Additionally students will develop key performance measures using a case or project of their own choice.

MSL 650. Legal and Political Environments

Effective leaders adopt an attitude of serving others first to meet their needs along with those of the organization and the greater society. This course examines the application of law and political environments to managerial decisions and the impact these decisions have on society. The relationships

between legal and business strategy are examined as practical areas that a leader must assess. This course also looks at how political and social roles impact organizations, social responsibility in business, and international business transactions.

MSL 655. Project in Strategic Leadership

The capstone course provides students with an opportunity to synthesize what they have learned about leadership during their graduate degree program and to demonstrate mastery of primary leadership competencies, concepts, principles and practices. Students will complete an in-depth case analysis to demonstrate their competence in identification, analysis and solution of leadership problems in organizations and society today. 2 credits.

MSL 660. Leadership Portfolio

Students will be expected to prepare a Leadership Portfolio of projects and activities that best demonstrates their professional development throughout the program. Students will be individually advised and coached on the quality and content of their portfolio and the goals achieved in the program. 1 credit.

MSL 698. Independent Study in Strategic Leadership

Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MSL 699. Special Topics in Strategic Leadership

This course will focus on special topics in strategic leadership of interest to faculty and students.

School of Franciscan Studies

Dean: David B. Couturier, OFM. Cap., Ph.D., D.Min
Phone: (716) 375-2160
Email: dcoutri@sbu.edu

Faculty: Fr. Dominic Monti, OFM, Ph.D
Fr. Robert Karris, OFM, Th.D
Mr. Robert Donius, MA

Jean-Francois Godet-Calogeras
Fr. Kyle Haden, OFM, Ph.D
Fr. Michael Calabria, OFM, Ph.D

Business Manager and Publications Staff Manager: Ms. Jill Smith, BA, Business Manager.
Publications Staff: Prof. Jean-Francois Godet-Calogeras, Ph.D., Robert Karris OFM, Th.D., Marcus Jones, MA, and Bryan Jackson.

Mission Statement:

The School of Franciscan Studies, the teaching component of The Franciscan Institute, operates within the organizational structure of St. Bonaventure University, granting the Advanced Certificate in Franciscan Studies, as well as graduate level courses in Franciscan Studies during its advanced summer studies program.

It serves the Franciscan family and the scholarly world through its philosophical and theological research, publishing critical editions and studies of the Franciscan matters: Through its publications which make classical and contemporary Franciscan resources readily available; and through its teaching program which unfolds the results of its research and reflection.

It also serves the scholarly and educational needs of the university through its ongoing dialogue about the Franciscan charism as it applies to the intellectual and ethical development of the student. It provides publications at the graduate and undergraduate level that promote the distinct Franciscan intellectual tradition and development of the university's students.

The School of Franciscan Studies is home of the Center for Arab and Islamic Studies, directed by Fr. Michael D. Calabria, OFM, Ph.D. (see page 116 for further information).

Advanced Certificate

The Advanced Graduate Certificate in Franciscan Studies is designed for students who are interested in a basic

introduction to Franciscan Studies. The Advanced Graduate Certificate will provide an exposure to basic methodology, an awareness of studies.

It may serve as an ideal supplement to other studies in theology and spirituality especially for persons who will be involved in formation for Franciscan life and ministry and/or adult continuing education programs in the area of Franciscan Studies.

Advanced Certificate Requirements

A total of 16 graduate credit hours in Franciscan studies are required. This is comprised of five courses (15 credit hours) plus an additional credit hour of study, the contours of which are to be determined by arrangement between student and adviser. All Certificate students must take SFS 560 - Introduction to Franciscan and Medieval Studies. Students must satisfy prerequisites for courses selected, if pertinent.

Features of the School of Franciscan Studies

Library

The Franciscan Institute Library consists of over 25,000 volumes, including manuscripts, incunabula, and an extensive microfilm deposit. This valuable library supports both the research and instructional program. It has made the University the most important center for the study of Franciscan history and thought and for general medieval philosophical, theological, and historical research in the Americas. The collection is accessible through the University's computerized Friedsam Library catalog and through the OCLC system. The new Rare Books Wing of the library houses the Institute's nine rare book collections.

The Goal of Franciscan Studies

The School of Franciscan Studies through its degree, certificate, and sabbatical and continuing education offerings prepares its students for service as teachers, leaders and ministers in the Franciscan order and in other pastoral services and programs. The interdisciplinary curriculum grounds all students in the historical and theological foundations of Franciscan mission and spirituality. The courses for certificate levels offer a solid foundation for work in all levels of formation and ministerial service. In addition to its tradition of educating members of the Franciscan Order, the School is a resource for lay men and women whose preparation for higher studies or ministry will benefit from immersion in the riches of the Franciscan intellectual and pastoral tradition

Scholarships

There are several other partial and "tuition only" scholarships available (see Institute's website). Students are also encouraged to apply for a Dean's Scholarship. All students in need of financial assistance should address their requests to the Dean. Several graduate assistantships are also available for full-time students in the degree program in need of financial assistance and willing to work under the supervision of a member of the faculty.

The Franciscan Institute

Director: David B. Couturier, OFM, Cap,
Ph.D., D.Min
Phone: (716) 375-2160
Email: dcouturi@sbu.edu

The Franciscan Institute is the center for the research and publishing activities conducted by the faculty and staff of the School of Franciscan Studies and their

collaborators from other institutions. From its founding, the Institute has prepared and published major resources for scholars, particularly critical editions of selected masters of philosophy and theology in the Franciscan school. Long recognized for the excellence of both its printed texts and the methodology that created them, the Institute continues to promote and support research projects which require scholars with a combination of Franciscan, medieval, linguistic and technological expertise

Research Program

The research program has produced the Latin critical editions of the philosophical and theological works of William of Ockham and the *Lectura Secunda* of Adam de Wodeham. In addition the team has completed work on five volumes of the philosophical works of John Duns Scotus. Current research faculty explores topics that have contemporary resonance such as creation, anthropology, ecclesiology, iconography and evangelization.

Publications

The Institute publishes a broad range of texts. Scholars in residence continually publish the results of their research and current works in progress can be found on the Institute Web site. The following journals also make their home in the Institute:

- *Franciscan Studies* is an annual scholarly review containing articles in the major languages of Western Europe on Franciscan history, sources, philosophy and theology. *The Cord* is a major source of accessible materials on Franciscan spirituality.
- *Franciscan Connections*
- *The Cord* is a major source of accessible materials on Franciscan

- *The Spirit and Life: Essays on Contemporary Franciscanism* series publishes papers given at major North American Franciscan conferences and symposia.
- *The Bonaventure Texts in Translation* (BTTS) series provides annotated translations from the Latin originals of the works of St. Bonaventure for students and seekers who wish to steep themselves in the rich theological vision of this medieval giant. Robert J. Karris, O.F.M., is General Editor of this series.
- *The Franciscan Heritage Series*, begun at the initiative of the Commission on the Franciscan Intellectual Tradition (CFIT), addresses topics such as creation, the iconography of the Crucified, Christian anthropology, ecclesiology, scriptural themes, evangelization, history, the natural sciences and other areas of contemporary concern.
- *Books*: The Institute publishes annually six to eight new volumes in the various categories of Franciscan studies.

Continuing Education Programs

The Franciscan Institute frequently hosts a national Franciscan Forum in the Denver area on various topics to make current Franciscan studies available. Hosted in a beautiful setting, this forum allows teaching scholars to interact with participants in an intense examination of contemporary Franciscan and ecclesial themes. In collaboration with abbesses of numerous Poor Clare monasteries and funded by the Poor Clare Endowment, a Poor Clare Enrichment Program is offered most summers. Fr. David Couturier OFM, Cap., is the Coordinator of this program

Build With Living Stones (BWLS)

The Franciscan Institute publishes a workbook on Franciscan life consisting

of 14 thematic chapters called the Build with Living Stones Program. Modeled on the internationally successful, "A Comprehensive Course on the Franciscan Missionary Charism (CCFMC)," this program offers an adult education model for exploration of the Franciscan encounter with contemporary society. Assisted by a moderator's guide available online at the Institute Web page, volunteer facilitators make the program available to increasing numbers of people who want to integrate Franciscan values into their personal lives and public roles.

Endowments

The Fr. Joseph A. Doyno Visiting Professorship of Franciscan Studies, established in memory of this masterful Franciscan teacher who served the University for many years, allows a scholar to be in residence at the Institute to do research, collaborate with the faculty, and be available for occasional

colloquia with faculty and students. The International Center for Secular Franciscan Studies Endowment, a trust established by the Secular Franciscan Order, along with The Alma Kraus Memorial Endowment, endeavor to provide studies, programs and publications of importance and interest to Secular Franciscans. It also provides financial assistance for members of the Secular Franciscan Order to participate in programs at The Franciscan Institute. The Poor Clare Endowment serves the spiritual enrichment, education, and ongoing formation needs of the Poor Clares through programs, courses, and workshops especially for those in leadership and formation ministry. Scholarships for Poor Clares in Franciscan studies and research grants for studies on Franciscan women are offered through this endowment. Prospective students are encouraged to visit the Franciscan Institute Web site for news of other endowments.

The Center for Arab and Islamic Studies

Director: Fr. Michael Calabria, OFM, Ph.D.
Faculty: Ms. Wardia Hart, Ed.M., Arabic Instructor.
Dr. Ibrahim Zabad, Ph.D., Asst. Professor, Political Science.

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 and 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 four main areas

On-campus instruction
Off-campus instruction
Community outreach and engagement
Scholarship

Courses

Courses in Arab and Islamic studies are offered through various academic departments. See MODERN LANGUAGES for course 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.

(Summer 2016)

Women and Gender in Islam: From Revelation to Revelation

Contrary to popular stereotypes, women have played integral roles in Islamic societies from the revelation of the Qur'an to the present day. Beginning with an overview of women in the pre-Islamic Near East, this course examines the status, significance and spirituality of women as revealed in the Qur'an and Islamic tradition, as well as in Islamic history and culture. Comparisons and contrasts will be made with the Christian tradition. Contemporary issues facing Muslim women will also be addressed. (Calabria)

Minor in Arabic and Islamic Studies

A minor in Arabic and Islamic Studies comprising courses in language and culture is available. See MODERN LANGUAGES for details.

For more information of the mission and activities of the Center for Arabic and Islamic Studies, visit: <http://www.sbu.edu/CAIS>.

Course Descriptions

(All courses are three credits except where noted)

CORE COURSES

There are five core courses and a final comprehensive examination or integration project.

SFS560. INTRODUCTION TO FRANCISCAN AND MEDIEVAL STUDIES.

This course provides a basic introduction and overview of Franciscan Studies as a content discipline. It will also treat methods of finding, organizing and presenting materials in the research process.

SFS507. EARLY FRANCISCAN MOVEMENT.

This course examines the origins and development of the three evangelical movements initiated by Francis and Clare of Assisi between the years 1205 and 1226: the Order of Friars Minor, the Poor Ladies of San Damiano and the Franciscan Penitents. Using the life and times of Francis as the chronological framework of inquiry, the course will trace the evolution of the early history of these three movements, through the careful examination and use of the sources pertinent to the reconstruction of that history.

SFS508. FRANCISCAN MOVEMENT I.

This course examines the historical development of the three Franciscan Orders initiated by Francis and Clare of Assisi from 1226 to 1517. While focusing primarily upon the struggles within the First Order from the death of Francis (1226) through the Bull of Union (1517) up to the approval of the

Capuchins (1619), the course will examine the internal developments in all three Franciscan orders as they attempted to respond to the changing conditions of Church and society within this same period. Prerequisite: SFS 507.

SFS518. FRANCISCAN HAGIOGRAPHICAL TRADITION.

This course will introduce students to the study of Franciscan Hagiography and will include an investigation of the nature, purpose and method of medieval hagiography in general, and of the Franciscan hagiographical texts of the thirteenth century in particular. The material for this course will focus on the "official" hagiographical texts concerning Francis of Assisi written between 1226 and 1263, as well as on the early texts concerning Anthony of Padua and Clare of Assisi. Students will be introduced to the "Franciscan Question," its history and implications, as well as to the hermeneutical questions which arise in the process of the interpretation and contemporary retrieval of these medieval texts.

SFS546. FOUNDATIONS OF FRANCISCAN THEOLOGY.

This course will study Franciscan Theology as a distinct theological tradition arising out of the religious experience of Francis of Assisi. After describing the origins of the Franciscan School at Paris, Oxford, Bologna, and Padua, the focus will be given to a study of the key founding figures of the school (Bonaventure,

Scotus, Ockham) and the general contours of their thought, as well as the distinctive nature of this school as compared with that of their contemporaries. The focus of the course will be given to a presentation of the Franciscan approach to select theological questions concerning God, Creation, the Human person, the Church, and Eschatology. The contribution of the Franciscan tradition to contemporary theology will be included in the discussion.

SFS597. COMPREHENSIVE EXAMINATION. During the final semester of the student's program, the student will take a comprehensive written examination. The exam will require each student to write three essays in three areas of subject matter, based on questions prepared by the student and reworked by the faculty. An oral review of the student's written exam and achievements in the MA program will conclude the exam process.

SFS505. INTEGRATION SEMINAR. The Integration Seminar is a final evaluative process through which an M.A. student in Franciscan Studies demonstrates competence in the content, methods, integration and application of the material studied in the 30 hours of course work completed for the degree. The seminar is made up of both faculty and students. It meets as scheduled during the student's final semester or summer. The student will produce a 45- to 60-page integration paper, or a comparable project with a 20- to 25-page introduction, will present it to the seminar group, defend the paper, and respond to comments and questions as appropriate. The student's work is graded with the same rubric as that for the comprehensive examination.

AREAS OF SPECIALIZATION AREA I: HISTORY

SFS509. FRANCISCAN MOVEMENT II.

This course examines the historical development of the three Orders of the Franciscan Family from c. 1650 to the present. Particular attention will be given to the institutional development, pastoral contributions and missionary work of the three branches of the First Order (Observants, Conventuals and Capuchins). Where materials are available, the course will also treat the historical development of the Poor Clares and the wide-ranging apostolic work of the male and female expressions of the Third Order Regular and Third Order Secular, with special emphasis upon their presence in North America. Prerequisite: SFS508

SFS528. PRE-FRANCISCAN RELIGIOUS MOVEMENTS.

This course examines the historical development of various religious movements and currents of the 11th and 12th centuries which form the background for the emergence of the Franciscan phenomenon in the early 13th century. Particular attention will be given to the appearance of western eremitism, the renewal of monasticism, the reform of priestly life and the emergence of a distinctive lay spirituality.

SFS529. MINISTRY AND MISSION IN THE FRANCISCAN TRADITION (1208-1650).

This course examines the aims, achievements and wide-ranging apostolic work of the Franciscan Family from the time of the foundation of the early minorite community until c. 1650. Particular emphasis will be placed on the work of preaching, pastoral care, Papal diplomacy, works of mercy, etc. The course also explores the missionary endeavors of Franciscans outside of Europe, especially to the Baltic regions, the Middle and Far East, Africa as well as their early work in the Americas. PREREQUISITE: SFS 507.

AREA 2: FRANCISCAN SOURCES

SFS519. COMPANIONS AND DISCIPLES TRADITION. This course builds on the foundations developed in SFS 518 “The Franciscan Hagiographical Tradition” course. The content of this course focuses on the non-official hagiographical texts that emerged from the milieu of the companions and disciples of Francis in the thirteenth and fourteenth centuries (from the Anonymous of Perugia to the Fioretti). The course includes a study of Franciscan chronicles and compilations of the thirteenth and fourteenth centuries. PREREQUISITE: SFS518.

SFS525. WRITINGS OF FRANCIS AND CLARE. A study of the nature, content, and spiritual theology of the foundational texts of the Franciscan movement according to the latest critical research. The texts will be studied within the context of the development of the Franciscan movement, the religious trends of the 13th century, and their relevance to contemporary Franciscan experience.

SFS527. RULE & LIFE OF THE THIRD ORDER REGULAR The history and spirituality of the Third Order Regular will be studied using the history of the rule text as the foundation. The course begins with an examination of the Rule and Life document, its basis in the early Franciscan sources, and the historical experience of the first generations of Franciscan penitents. The major revisions of the original Rule (1289, 1521, 1927) will be treated in the context of the ecclesial and social currents affecting the evolution of the Order. The history of the 1982 Rule project will serve as a vehicle for integrating an understanding of historical themes, current structures for collaboration, and spiritual self-understanding of the Third Order Regular’s four hundred institutes.

AREA 3: FRANCISCAN THEOLOGY

SFS547. FRANCISCAN THEOLOGY OF THE WORD. This course presents the unique Franciscan tradition on the Word of God and its proclamation, a tradition forged by extensive and successful praxis of preaching that Word and by its underlying theological insistence on the importance of hearing and responding to that Word. The course, then, includes the historical and systematic concerns of this Franciscan tradition so that contemporary pastoral concerns of proclaiming and responding to the Word might benefit from that tradition.

SFS557. THE FRANCISCAN MYSTICAL TRADITION. The understanding of mysticism as an “awareness of the direct or immediate presence of God” (Bernard McGinn) will be used as the starting point for a study of Franciscan mystical texts. The course will include an historical overview of acknowledged Franciscan mystics (from Giles of Assisi to Veronica Guilianni), in order to appreciate the contours of what might be described as the particular Franciscan experience of mysticism. Hermeneutical, methodological, philosophical and theological issues emerging from mystical texts will be examined. The texts of at least one representative figure from the tradition will be studied in depth.

SFS558. READINGS IN FRANCISCAN THEOLOGY. This course will study the writings of a major Franciscan theologian, and will focus on the reading of primary texts (in translation) of the author. The author’s writings will be placed in their historical, cultural and ecclesial context. The course will develop an overview of the author’s major theological insights and positions approached from within the context of the Franciscan Theological Tradition. PREREQUISITE: SFS546.

AREA 4: FRANCISCAN SPIRITUALITY

SFS556. FOUNDATIONS OF FRANCISCAN SPIRITUALITY. Beginning with an investigation of the nature of Christian spirituality and related hermeneutical and methodological issues, this course will examine the various expressions of Franciscan spirituality, its particular symbols and practices, as well as its approach to the choice of poverty, chastity and obedience. The central focus will be given to an understanding of Franciscan life as a “life of penance,” as this was understood and lived by Francis and Clare, and the men and women of the various branches of the Franciscan family. A schematic historical survey of the tradition will serve to underline the creativity of the Franciscan tradition of spirituality, as well as its possible distortions and excesses.

PREREQUISITE: SFS525

SFS539. FORMATION IN THE FRANCISCAN TRADITION. This course will present and analyze classical and contemporary theologies of Franciscan formation based upon nuanced responses to Francis of Assisi’s question: “Who are You, O Lord, and who am I?” (DBF IX, 37). The Franciscan formative experience will be presented as a process of socialization which requires clearly articulated values, the handing on of the Franciscan narrative, and appropriate structures. The goal of the course is for the students to develop and/or critique a formative process for their personal, provincial and cultural situations based upon the material analyzed.

SFS548A. FRANCISCAN PHILOSOPHY AT PARIS: ALEXANDER OF HALES & BONAVENTURE .This course, covering the origins and the contribution of the early Franciscan school at Paris, traces how Alexander of Hales and Bonaventure of Bagnoreggio engage the

main elements of the western tradition of Christian philosophy (Neo-Platonic, Augustinian) within the context of the rediscovery of Aristotelian texts in the 13th century. Topics of the course include such questions as the nature and limits of metaphysics, proofs for God’s existence, the nature of knowledge, and social and moral philosophy.

SFS548B. FRANCISCAN PHILOSOPHY AT OXFORD: SCOTUS & OCKHAM. This course, covering the works of the 13th-14th century Franciscan philosophers John Duns Scotus and William of Ockham, traces how both Scotus and Ockham embody the main elements of Christian philosophical thought within the logical and scientific context developed by Aristotle. Topics of the course include such questions as freedom and will, the nature of metaphysics, modes of religious language, proofs for God’s existence, questions concerning the proofs for the immortality of the human person, the nature of knowledge, and social and moral philosophy.

SFS565. STUDIES IN FRANCISCAN PAINTINGS I: 13TH CENTURY TO 1517. The content and controversy in Franciscan paintings produced between 1235 and 1517 are examined within the context of artistic developments and Franciscan documents that address phenomena surrounding the painted figure of Francis of Assisi. Comparisons of diverse paintings of Francis will be the focus of an inquiry that reveals a visual history often based in Franciscan literature, yet aligned with the discipline of secular painting of the time.

SFS566. STUDIES IN FRANCISCAN PAINTINGS II: 1517 THROUGH THE 20TH CENTURY. Post-Reformation paintings of Francis of Assisi are examined chronologically for both context and content as they relate to the continued growth survey of the

tradition will serve to underline the creativity of the Franciscan tradition of spirituality, as well as its possible distortions and excesses.

PREREQUISITE: SFS525.

SFS557. THE FRANCISCAN MYSTICAL TRADITION. The understanding of mysticism as an “awareness of the direct or immediate presence of God” (Bernard McGinn) will be used as the starting point for a study of Franciscan mystical texts. The course will include an historical overview of acknowledged Franciscan mystics (from Giles of Assisi to Veronica Guiliani), in order to appreciate the contours of what might be described as the particular Franciscan experience of mysticism. Hermeneutical, methodological, philosophical and theological issues emerging from mystical texts will be examined. The texts of at least one representative figure from the tradition will be studied in depth.

SFS559. THE SPIRITUALITY OF BONAVENTURE. Bonaventure’s *The Soul’s Journey into God* will be used to structure an investigation of his spirituality. The experience of creation, the human experience of the self, and the experience of God, will function as the links into the thought of Bonaventure and his Franciscan experience. Specific texts representative of Bonaventure’s thought will be used to investigate his spirituality.

ELECTIVES

SFS526. CLARE AND FRANCISCAN WOMEN. This course elaborates the contribution of women to the Franciscan charism. Special emphasis will be given to the life and influence of Clare of Assisi and other women whose lives have affected the mystical and missionary vitality of the Franciscan Family. In addition to identifying primary and secondary sources for the study of

Franciscan women of specific periods, participants will develop an understanding of prominent and recurring issues affecting the lives of Franciscan/Catholic women. Class methods will prepare students to develop further research for themselves, or for their religious congregations or lay associations. PREREQUISITE: SFS507.

SFS538. DEVELOPMENT OF THE FRANCISCAN PERSON. Since Franciscan formation and spiritual direction respects the Franciscan perspective which values the person, this course centers upon the theological and psychological movement toward self-identity as a Franciscan. By employing a developmental approach to personality, it will seek to discover the process of the interiorization of Franciscan values within individuals and communities. This course is specifically designed to assist directors of initial and continuing formation in the Franciscan family. At the same time, it addresses the questions of any person 56 of the Franciscan Order. Iconographical elements of paintings containing the image of Francis reflecting the Franciscan lifestyle are compared and contrasted with paintings of the secular world of the same time periods, in order to investigate how secular iconography exerts its influence and tradition upon Franciscan themes and patronage.

SFS567. FRANCISCAN STUDIO: PAINTING. Traditional and non-traditional painting mediums on two-dimensional surfaces provide the basis for the Franciscan Painting Studio course. The course is crafted to assist students in developing a critical eye and to formulate a personal vision. This personal vision forms the nucleus of the creation of representational, abstract and non-objective new expressions of visual reference based on the student’s life and individual spirituality. Liturgy of the Hours, Eucharist, and Franciscan

texts provide the daily inspiration for visual journaling, and acts as a means to define visually their Franciscan interests. Visual journals evolve into personal and public contemporary forms of iconography that add to the rich history of Franciscan pictorial imaging as a communicative endeavor. This course concentrates on the development of Franciscan images and presumes basic knowledge of artists' materials and elementary production techniques.

RESEARCH TRACK COURSES

SFS511. MEDIEVAL LATIN. This course provides a basic introduction to the Latin language as used in the medieval period. While it is primarily intended to give students a basic reading knowledge, it also introduces the particular usages of medieval, as distinct from classical, Latin. Foundational and influential medieval texts are used to introduce syntax, structure and morphology. 2 credits. **PREREQUISITE:** Permission of the instructor is required.

SFS571. MEDIEVAL LATIN PALEOGRAPHY. This course, which studies Latin manuscripts of the 13th through the fifteenth century, is directed towards practice in reading such manuscripts. Students will be guided from the reading of incunabula to that of manuscripts. An effort will be made to insure that the students are reading Franciscan material and, if possible, that which pertains to their field of research. 2 credits. **PREREQUISITE:** Permission of the instructor required.

SF699. MASTER'S THESIS. (6 credits) By means of a Master's thesis, a student has the opportunity to research, study and write on a topic or theme of the student's choice, in one of the areas of

specialization available in the M.A. program in Franciscan Studies. In the thesis, the student is expected to demonstrate the ability to do independent scholarship beyond material studied in classes, with the assistance of a faculty member of the School of Franciscan Studies who functions as director. The student is expected to have the ability to do research using materials written in at least one western European language other than English in addition to Latin, the language of primary medieval Franciscan documents. The process for approval of the thesis topic as well as the two readers, in addition to the time-line for submission of the approved thesis, follows the directives of the School of Graduate Studies of St. Bonaventure University. **PREREQUISITE:** Successful completion of at least 15 hours of course work in the School of Franciscan Studies.

SFS575. MEDIEVAL FRANCISCAN TEXTS. The intent of this course is to guide a first reader through the Latin of a text of a Franciscan writer. The course will provide an opportunity for a reading of the chosen author in order to discover their views on the world, their concept of humankind, and their principal ideas on God, Christ, and Mary. The reader will become accustomed to the style and content of the chosen Franciscan thinker. 2 credits. **PREREQUISITE:** Permission of the instructor is required.

SPECIAL ELECTIVES (OCCASIONAL OFFERINGS)

SFS562. ADVANCED GRADUATE SEMINAR. (1-3 credits) Students are given the opportunity to study under a faculty member or visiting scholar with each student pursuing original research and exchanging results through reports and discussions. The seminar is strongly recommended for more advanced students, especially those intending

future doctoral studies. **PREREQUISITE:** Successful completion of three of the five core courses. Permission of the instructor is required.

SFS563. INDEPENDENT STUDY. (1-3 credits) This course gives the student the opportunity to pursue study/research on a topic of particular interest to him/her, in line with the specific goals and purposes for which the student has come to study at the Institute. The project will be developed and researched in consultation with a faculty mentor. **PREREQUISITE:** Successful completion of three of the five core courses. **REQUIREMENT:** A written contract outlining the topic and requirements must be approved by the faculty mentor and Dean of the School of Franciscan Studies.

SFS564. SPECIAL TOPICS. (1-3 credits) This is a course given by a faculty member or a visiting professor for a particular semester. A complete description, with goals and objectives, will be provided in the registration materials provided by the School of Franciscan Studies.

GENERAL ORIENTATION COURSES (Summer Only)

These two courses are designed as a general introduction to the foundations of Franciscan life and the Franciscan movement. They are intended primarily

for sisters and friars in initial formation who have little or no background in Franciscan studies, and/or for Religious and Secular Franciscan men and women who are seeking to refresh their knowledge of the Franciscan charism. Students who decide at a later date to enter the Institute's degree programs can transfer the credits from SFS 501 for SFS 508, contingent on passing a special examination on the material.

SFS501. SURVEY OF FRANCISCAN HISTORY. This course examines the development of the evangelical movement initiated by Francis of Assisi. It will concentrate on the internal developments in the three Franciscan Orders as they attempted to respond to the changing situation of the Church and society throughout history. It will end with a consideration of the major issues faced by the Franciscan movement today.

SFS520. FRANCIS: HIS LIFE AND CHARISM. (2 credits) This course will provide an introduction to the life and times of Francis of Assisi. It will also examine his distinctive spiritual vision, as well as his impact on the medieval Church through the vast movement of evangelical renewal initiated by him. Based on his writings, and early as well as significant modern biographies, this course is designed to meet the needs of the beginning student in Franciscan studies

Academic and Related Policies

DISABILITY SUPPORT SERVICES

Teaching and Learning Center, 26 Doyle Hall

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. Special 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, 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 does not operate a specialized learning disabilities program, but does provide services to students with identified disabilities. Students with disabilities are required to provide documentation of the disability. Documentation of a learning disability or AD/HD must be current (within 3 years) and include results from the WAIS-III, an IEP or 504 Plan, and specific recommendations made by a qualified professional (i.e. neuropsychologist, neurologist, psychiatrist, or licensed doctoral-level clinical or educational psychologist). Based on this documentation, the Coordinator of Disability Support Services (DSS) provides 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 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

A. GENERAL PROVISIONS

1. **EDUCATION RECORDS.** Education Records(s) 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; student employment records made and maintained in the ordinary course of business; 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 office of the University Registrar 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 January 1, 1975 that are used solely for the purpose for which they were intended; or

d) confidential letters and recommendations placed in the students file after January 1, 1975 to which the student has freely waived the rights of inspection and review in a signed writing, 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 letter of recommendation. A student may prospectively revoke such waiver with a signed writing.

8. PROCEDURES TO REQUEST INSPECTION. Students wishing to review their Education Records must make written request to 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 his/her 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 the 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 his/her 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, he/she 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 education interest in the information. Only those employees of the University, individually or collectively, acting in the student's educational interests are allowed access to Student Education Records.

All on a need-to-know basis:

- b) To officials of other institutions in which students seek to enroll;
- c) 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;
- d) To persons or organizations providing student financial aid which the student has received, or for which the student has applied, providing 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;
- e) 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;
- f) To accrediting agencies carrying out their accreditation function;
- g) To parent(s) or guardian(s) of a dependent student, as Code of 1986 as amended. The University considers all Students dependent unless they submit written proof of their independence to the Registrar. Such proof must be received by the Registrar no later than five (5) days after the first day of class for the fall semester;
- h) 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
- i) 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, address, telephone number, date and place of birth, major field of study, dates of attendance, 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, a person with Consent or is for 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 Record.

ST. BONAVENTURE UNIVERSITY STATEMENT OF MAINTENANCE OF PUBLIC ORDER

(Adopted to comply with Section 129-A of The Education Law of the State of New York)

RULES FOR MAINTENANCE OF PUBLIC ORDER

The University recognizes that all members of the University community have, within the law, the right of free expression and advocacy and encourages the responsible exercise of those rights.

All members of the University community are expected to recognize that they, on the other hand, have the obligation to conduct themselves lawfully, maturely and responsibly, and must exercise their rights of free expression and advocacy in ways which do not obstruct the orderly operation of the University, disrupt academic functions, impede the process of education or interfere with others in the exercise of their rights. The rules of conduct include but are not limited to the provisions below.

The following conduct is prohibited:

1. Obstruction or disruption of teaching, research, administration, or other University activities, including health care functions or other authorized activities on University premises.
2. Physical abuse of any person on University property or at University-sponsored or supervised functions, or conduct that threatens or endangers the health or safety of such person.
3. Seizure of, theft or damage to the property of the University or a member of the University community or campus visitor.
4. Violation of University regulations concerning entry into or use of University facilities, or the time, place and manner of public expression.
5. Use of, or assistance to others in the use of, illegal force or disruption of any kind on University premises.
6. Use of language intended to precipitate or prolong violence.
7. Disorderly disruption of recruiting activities authorized by the University.

REGULATIONS CONCERNING ENFORCEMENT OF RULES

In the event any person violates the foregoing rules the University will utilize one or more of the following means to restore order.

1. Request violators to desist.
2. Inform violators that continuation of the violations will result in disciplinary action and penalties, as set forth below.
3. Use of campus security officers to restore order.
4. Request assistance from police in restoring order.
5. Request court injunction barring continued obstruction or disruption.
6. Institute civil suits to recover money damages from those who destroy property.
7. Use such other means as are appropriate under law. Determination as to which of the foregoing means will be utilized to maintain order will be made in the light of the circumstances of each specific case after taking into account the nature and extend of the disorder, the type and degree of the disruption caused and the intensity of any violence accompanying the disorder.

POLICY ON ACADEMIC HONESTY

Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person. It also subverts the academic process by distorting all measurement. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices, penalties to be assigned, and procedures to be followed in prosecuting cases of alleged academic dishonesty may be found in the current Student Handbook. Students should familiarize themselves with these very important provisions of the Student Handbook. Copies of the Student Handbook are available through the office of student life.

ACADEMIC INTEGRITY

A resolution regarding the responsibility of the Academic Honesty Board in cases of academic dishonesty:

Whereas, the judicial system at St. Bonaventure University is based on the assumption that all members of the University Community are to be guaranteed the benefits of a fair adjudicative process, and

Whereas, the Academic Honesty Board, which is responsible for the adjudication of cases' alleged honesty, has developed and will continue to develop procedures to protect the rights of faculty and students involved in such cases.

Be it resolved, that the faculty of St. Bonaventure University urges individual faculty members to prosecute cases of academic dishonesty in accordance with the procedures outlined below:

The faculty recognizes that the individual instructor has the prerogative under the canons of academic freedom to dispense with such cases through the issuance of a punitive grade and by such other means as the assignment of additional work.

The faculty believes, however, that formal adjudication of such cases by the designated Board, operating under accepted rules of fair process, will best protect the rights of both the student and the faculty member, avoid contentiousness and lessen the likelihood of court litigation. Furthermore, the formal adjudication of all such cases in accordance with the rules of fair process will promote consistency among the punishments meted out for similar offenses.

APPEALING ACADEMIC/ADMINISTRATIVE DECISIONS

Students will have the right to appeal academic or administrative decisions that they believe to be inequitable or inappropriate. All initial and successive appeals must be filed in writing within two weeks of the issuance of the decision. The Academic Vice President will be responsible for the final appeal and will appoint a committee as appropriate for the final review.

METHOD AND FREQUENCY OF TITLE IV FINANCIAL AID DISBURSEMENTS

Federal Perkins Loans 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 (FWS) award are paid on a biweekly basis for hours worked. Federal Stafford Loan funds are typically sent by electronic funds transfer (EFT) and credited directly to the student's account. 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 Grad PLUS Loans.

If a check is received for either a Federal Stafford or Grad PLUS loan, the Business Office will obtain the appropriate endorsement from the student.

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 policies and procedures can be found in the Expenses & Financial Aid section of the catalog.

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 Stafford Loan, Subsidized Federal Stafford Loan, Federal Perkins Loan, and Federal Graduate PLUS Loan.

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 Expenses & Financial Aid 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.

Graduate Faculty

- Sr. Margaret Carney, O.S.F. (1997)**..... University President
B.S. Ed., Duquesne University; M.A., Ibid; M.A., St. Bonaventure; S.T.D., Pontifical Athenaeum Antonianum” (Rome); Ph.D., Franciscan University of Rome
- Paul Barretta (2013)**..... Assistant Professor, Marketing
B.B.A., Baruch College; M.B.A., Ibid.; Ph.D. University of Texas – Pan American
- Adam Brown (2001)**..... Associate Professor, Education
B.A., B.S., SUNY Albany; M.S., SUNY Fredonia; Ph.D., SUNY Albany
- Carl J. Case (1999)**..... Professor, Management Sciences
B.B.A., St. Bonaventure University; M.B.A., Ibid; Ph.D., University of North Texas
- Nancy C. Casey (1998)**..... Acting Dean, School of Education; Associate Professor, Education
B.A., College of St. Elizabeth; M.Ed., Rutgers Univ.; M.A., Teachers College, Columbia, Ed.D., Ibid.
- Charles Joseph Coate (2000)** Professor, Accounting
B.S., Clemson University; M.B.A., Loyola College of Baltimore; Ph.D., University of Maryland
- David B. Couturier, OFM Cap. (2014)**..... Associate Professor, Dean of The School of Franciscan Studies, Executive Director, *Franciscan Institute*.
B.A., St. Anselm’s College, Mdiv. Maryknoll School of Theology, Lic. Psych., Gregorian University,
Dmin. Graduate Theological Foundation, Ph.D., Graduate of Theological Foundation
- Michael D. Calabria (2013)**..... Assistant Professor, Arab and Islamic Studies
B.A., Johns Hopkins; M.A., Brown University; MLS, Columbia University; M.A., Washington Theological Union; M.Div. Washington Theological Union; Ph.D., University of Exeter
- Robert Donius (2011)**..... Lecturer
B.A. Philosophy, Wadhams Hall Seminary-College, M.A., Pastoral Ministry, Christ the King Seminary
- Jean-Francois Godet-Calogeras (2001)**..... Assistant Professor, General Editor, *Franciscan Studies*
B.A., St. Louis College, Brussels; M.A., Cathoic University of Louvain; Teaching Certification, Catholic University of Louvain; Ph.D., Catholic University of Louvain
- Kyle Haden OFM (2012)**..... Assistant Professor
B.A., University of Missouri-Kansas City, M.A., University of Missouri-Kansas City, M. Div., Catholic Theological Union, Ph.D., Fordham University
- Robert Karris, OFM (1998)**..... Professor Emeritus
S.T.,L., Theology Catholic University of America, Th.D., New Testament and Early Christian History, Harvard University
- Dominic Monti, OFM (2002)**..... Distinguished Professor, Franciscan Studies
S.A.; St. Bonaventure University; S.T.B., Catholic University of America; S.T.M., Union

- Theological Seminary, New York; L.H.D. *honoris causa*, St. Bonaventure University, Ph.D., The University of Chicago (Divinity School).
- Daniel Ellis (2009)**.....Associate Professor, English
B.A., University of New Orleans; M.F.A., Ibid.; Ph.D., Temple University
- Carol M. Fischer (1985)**.....Acting Dean School of Business, Professor, Accounting
B.B.A., St. Bonaventure University; M.B.A., State University of New York at Buffalo; C.P.A.,
New York State; Ph.D., Pennsylvania State University
- Michael J. Fischer (1985)**Professor, Accounting
B.S., State University of New York at Buffalo; M.B.A., Ibid.; C.P.A., New York State; Ph.D., Penn
State University
- Anne-Claire Fisher (2007)**.....Associate Professor, Education
B.A., Université des Sciences Humaines, Strasbourg, France; M.A., University of Arizona; M.A.,
Ibid.; Ed.D., Ibid.
- Rene E. Hauser (2004)**.....Associate Professor, Education
B.S.Ed., SUNY College at Buffalo; M.S.Ed., Ibid.; Ph.D., University at Buffalo
- Kaplan Harris (2008)**.....Associate Professor, English
B.A., North Carolina State University; Ph.D., Notre Dame University
- Pauline Hoffmann (2005)**.....Associate Professor, Dean, School of Journalism/Mass Communication
B.S., St. Bonaventure University; M.A., SUNY at Buffalo; Ph.D., Ibid.
- Christine A. Hunt (2007)** Assistant Professor, Education
B.S., Grace College; M.S., Purdue University; Ph.D., Michigan State University
- Michael D. Kasperski (2003)**..... Lecturer, Accounting
B.B.A., St. Bonaventure University; M.B.A., Ibid.
- Durriya Z. Khairullah (1980)** Professor, Marketing
B.Com., Bombay University, India; M.B.A., St. Bonaventure University; Ph.D., Syracuse
University
- Zahid Y. Khairullah (1977)**.....Professor, Management Sciences
B.Tech., Metallurgical Engineering Indian Institute of Technology; M.S., State University of New
York at Buffalo; M.B.A., Ibid.; Ph.D., Ibid.;
C.P.I.M., American Production and Inventory Control Society
- 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 R. King (2012)**.....Assistant Professor, English
B.A., University of Texas at Austin; Ph.D., Ibid.
- Diana Lawrence-Brown (1999)**..... Professor, Education
B.S., Clarion University of Pennsylvania; M.Ed., SUNY at Buffalo; Ph.D., Ibid
- James W. Mahar, Jr. (1999)**.....Associate Professor, Finance
B.B.A., St. Bonaventure; M.B.A., University of Rochester; Ph.D., Pennsylvania State University
- Lauren Matz (1988)**..... Professor, English
B.A., St. Bonaventure University; M.A., Ibid.; Ph.D., Ohio State University
- Brian C. McAllister (1977)**.....Assistant Professor, Accounting
B.S., University of Scranton; M.B.A., St. Bonaventure University; C.P.A., New York State
- Darlene McDonough (2010)**..... Assistant Professor, Educational Leadership
B.S., Dowling College, M.A., Long Island University, Ed.D. Dowling College
- Terrance J. Moran (2003)**.....Associate Professor, Management Sciences
B.S., Clarkson College of Technology; B.A., Niagara University; M.S., State University of New
York at Utica; Ph.D., Kent State University
- Todd S. Palmer (2001)**Associate Professor, Management Sciences
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
- Michael C. Russell (1984)**.....Professor, Marketing

- B.S., Northern Illinois University; M.S., Ibid; Ed.D., Ibid.
- S. Alan Silliker (1975)**..... Associate Professor, Education
B.S., Georgetown University; M.A., St. Bonaventure University; D.Ed., Boston College
- Richard Simpson (1970)**..... Professor, English
B.A., Brigham Young University; M.A., Ibid.; Ph.D., Kent State University
- Christopher R. Siuta (2011)**..... Assistant Professor, Education
B.A., SUNY College at Buffalo; MSED, St. Bonaventure University; Ph.D., Capella University
- John Stevens (2008)**.....Lecturer, Business
B.A., St. Bonaventure University; M.A., Empire State College
- Donald J. Swanz (1981)**..... Associate Professor, Accounting
B.S.S., Georgetown University; LL.B., Ibid.; J.D., Ibid.
- Barbara Trolley (2001)**..... Professor, Education
B.S., St. John Fisher College; M.S., SUNY at Buffalo; Ph.D., Ibid.
- Megan Walsh (2011)** Assistant Professor, English and History
B.A., Temple University; Ph.D., University of Wisconsin-Madison
- Karen M. Wieland (2010)**.....Assistant Professor, Reading Education
B.Music, The Catholic University of America; Ed.M., University at Buffalo; Ph.D., Ibid.
- David Mark Wilson (2007)**.....Associate Professor, Finance
B.S., Clemson University; M.S., Ibid; Ph.D., Ibid
- Carol B. Wittmeyer (2007)**..... Associate Professor, Management Sciences
B.B.A., St. Bonaventure University; M.B.A., Ibid.; Ed.D., University of Rochester
- Kimberly Young (2002)**.....Professor, Journalism and Mass Communication
B.S., University at Buffalo; M.A., Indiana University of Pennsylvania; Psy.D., Ibid.
- Joseph Zimmer (1997)**Interim Provost and Vice President for Academic Affairs, Associate Professor,
Reading Education, B.A., State University of New York at Buffalo; M.Ed., Ibid.; Ph.D., Ibid.
- Craig Zuckerman (1984)**.....Associate Professor, Counselor Education
B.A., George Washington University; M.S., St. Bonaventure University; D.Ed., Pennsylvania
State
University

**NEW YORK STATE EDUCATION DEPARTMENT
INVENTORY OF REGISTERED GRADUATE PROGRAMS
FOR ST. BONAVENTURE UNIVERSITY**

Program Title	HEGIS	Award
Accounting	0502	Adv. Cert
Business Administration	0506	MBA
Integrated Marketing Communications	0699	MA
Strategic Leadership	1281	MA
Childhood 1-6	0802	MSEd
Adolescence Education	0803	MSEd
Differentiated Instruction	0808	MSEd
Differentiated Instruction – SWD	0808	MSEd
Differentiated Instruction	0808	Adv. Cert
Counselor Education	0826	MSEd
School Counselor	0826	Adv. Cert
Rehabilitation Counselor		MSEd
School District Administrator	0827	MSEstratd
School District Administrator	0827	Adv. Cert
School Building Leadership	0828	MSEd
School Building Leadership	0828	Adv. Cert
Educational Leadership	0828	MSEd

Educational Leadership	0828	Adv. Cert
Childhood Literacy	0830	MSEd
Adolescent Literacy	0830	MSEd
English	1501	MA
Franciscan Studies	1510	MA
Counselor Education	2104	MS

Memberships and Accreditations

ST. BONAVENTURE UNIVERSITY

Chartered by the
Regents of the University of the State of New York

REGISTRATION:

State Education Department of New York State

ACCREDITED BY:

Association to Advance Collegiate Schools of Business
Association of American Study Abroad
Programmes in the United Kingdom
Council for Accreditation of Counseling and Related
Educational Programs
Middle States Association of Colleges and Secondary Schools
National Council for Accreditation of Teacher Education

MEMBERSHIP IN:

American Association of Colleges for Teacher Education
American Association of Collegiate Registrars
and Admissions Officers
American Association for Higher Studies
American Association of University Administrators
American College International
American Council on Education
American Educational Research Association
American Historical Association
American Library Association
American Personnel and Guidance Association
American Society of Journalism School Administrators
Archives of American Art
Association to Advance Collegiate Schools of Business
Association of American Colleges
Association for Childhood Education International
Association of College Unions
Association of Colleges and Universities
Community Arts Administration
Association of Colleges and Universities
of the State of New York
Association of Colleges and University Housing Officers

Association for Core Texts and Curriculum
Association for Education in Journalism and
Mass Communication
Association of Franciscan Colleges and Universities
Association for General Liberal Studies
Association of Governing Boards of Universities and Colleges
Association for Supervision and Curriculum
Association of University Evening Schools
Broadcast Educators Association
Catholic Biblical Association of America
Catholic Campus Ministry Association
Catholic Library Association
College Consortium for International Studies
College Entrance Examination Board
College Placement Council
College and University Personnel Association
Council for Accreditation of Counseling and Related
Educational Programs
Council for Advancement and Support of Education
Council for Exceptional Children
Council of Graduate Schools

Council of Independent Colleges and Universities
Council on Administrative Leadership
Council on Undergraduate Research
Eastern Association of College Deans and Advisers of
Students
Eastern Association of College & University Business Officers
Eastern Association of Financial Aid Administrators
Eastern College Athletic Association
Eastern College Athletic Conference
Franciscan Educational Conference
International Reading Association
Kappa Delta Pi
Middle Atlantic Association of College of
Business Administration
Mid-Atlantic Placement Council
Midwestern Association of Graduate Schools
Modern Language Association of America

National Art Education Association
 National Association of Business Teacher Training
 National Association for College Admission Counseling
 National Association of College and University
 Business Officers
 National Association for the Exchange of Industrial
 Resources
 National Association of Financial Aid Administrators
 National Association for Foreign Student Affairs
 National Association of Independent Schools
 National Association for Sport and Physical Education
 National Association of Student Personnel Administration
 National Association of Summer Sessions
 National Association of Women Deans,
 Administrators and Counselors
 National Catholic Education Association
 National Catholic Guidance Conference
 National Collegiate Athletic Association
 National Collegiate Honor Council
 National Conference of Teachers' Educational
 and Professional Standards

National Council of Teachers of Mathematics
 National Entertainment Council
 National Institute of Financial Aid Administrators
 National Science Teachers Association
 National Student Teacher Association
 New York Library Association
 New York State Association for Intercollegiate
 Athletics for Women
 New York State Council of School District Administrators
 New York State Financial Aid Administrators
 New York State Financial Aid Administrators-Region I
 New York State Foundations of Education Association
 New York State Historical Association
 Pennsylvania Association of Colleges of Teacher Education
 Provincial Campus Ministry Association
 Public Relations Society of America
 Radio and Television News Directors Association
 University Council for Educational Administration
 Western New York Consortium of Higher Education
 Western New York Library Resources Council
 Wilderness Education Associate

OFFICE DIRECTORY

As of August 2015

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 and Mass Communication
 Fr. David Couturier, O.F.M. Cap Dean of Franciscan Studies
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 Mikhail Sudakov, M.B.A., Business Systems Developer/Analyst
 Zach Tarbell, B.S. Applications Developer

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 Michael Rosenswie, B.S. PC Technician
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 Arlene Thurston Computer Operator
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Dean Whitcomb, B.B.A.	Admissions Counselor

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Thomas D. Missel, B.A.	Director of Media Relations and Marketing
Thomas Donahue	

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Lisa Clark	Administrative Assistant

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Vicky Brooks, L.P.N.	Nurse
Marti Bova, L.P.N.	Nurse
Darcey Pihlblad, M.Ed., N.C.C.	Counselor
Sydney Blicharz, M.Ed.	Counselor

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Mark Schmidt, B.B.A.	Head Coach, Men's Basketball
Jerome Robinson, M.S.S.	Asst. Coach, Men's Basketball
Stephen Curran, B.A.	Asst. Coach, Men's Basketball
Dave Moore, M.Ed.	Asst. Coach, Men's Basketball
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Tristan Mulcahy, M.S.	Director of Athletics Advancement
Cameron Myers.....	General Manager - Bonnies Sports Properties
SA Johnson, M.A.....	Assistant SID/Digital Media Specialist
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Tiara Johnson, B.A.....	Asst. Coach, Women's Basketball
Jessica Jenkins, B.B.A.	Asst. Coach, Women's Basketball
Andrea Mulchay, B.B.A,	Asst. Coach, Women's Basketball
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Jen Nabrizny, B.A.	Director of Women's Basketball Operations
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Erik Hoops, M.B.A.....	Head Coach, Golf
Steve Brdarski, B.A.	Head Coach, Women's Soccer
Kwame Oduro, B.S.	Head Coach, Men's Soccer
Mike Threehouse, B.A.	Head Coach, Softball
Ryan Lynn, M.A.	Head Coach, Women's Lacrosse
Bill Williams, B.S.	Head Coach, Men's and Women's Diving
Sean McNamee, M.A.	Head Coach, Men's Swimming
Krista Carlson, B.S.....	Head Coach, Women's Swimming
Michael Bates, B.S.	Head Coach, Men's and Women's Tennis

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 Wendy Higley. Staff Bookkeeper
 Patty Bradley Cashier
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 Joe Eobstel, B.S. Director of Housekeeping (Aramark)
 Joe Questa Carpenter Crew Chief
 Craig Clark Engineering Crew Chief
 Jerry Wolf Groundskeeper Crew Chief
 Jamie Peace Manager of Mail Services
 James Costanza Reprographic Center Technician

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 Jacquelin M. Zimmer Human Resources Assistant

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 Courtney Callahan, A.A.S. Payroll Clerk

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 Caitlin Webster Events & Conferences Manager
 Jennifer Pulver Event Sales & Marketing Manager
 Jennifer Hassen Event Coordinator

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 Evelyn J. Penman, B.A. Assistant Director/Director of Museum Education
 Sean Conklin, B.S. Assistant Curator
 Donald T. Hopwood, M.A. Technical Director
 Jennifer Skroback, A.O.S. Executive Administrative Assistant
 Juliana Bordonaro, A.A. Information Coordinator
 Jennie Rosenswie, A.A. Sales Associate

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Nikki Clark	Retail Manager
Tina Herne	Catering Director
Orman "Topper" Clemons	Clubhouse Manager
Steve Dunkleman	Food Production Manager
Jennifer Penhollow	Executive Chef
Joel Meyer	Director of Operations

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Annette Donavon	Manager
Bonnie Gilray	Customer Service
Lynne Woodarek.....	General Merchandise Manager

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Janet Glogouski, B.B.A.	Major Gifts Officer
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Diane Walker	Gift Processing Manager
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Karen France, B.B.A.	Assistant Director of Advancement Services and Prospect Research
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Karen Heitzinger	Annual Fund Manager
Angela Nelson.....	Executive Administrative Assistant
Hannah Walker	Annual Giving Administrative Assistant

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Joseph V. Flanagan, M.S.	Director of Alumni Services
Lucia Scotty, B.A.	Coordinator of Electronic Communications

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Debby Mooney	Administrative Assistant, University Ministries
Julianne Wallace	Associate Director, Faith Formation, Worship and Ministry
Sr. Elise Mora, O.S.F., M.A.	Co-Director, Rite of Christian Initiation of Adults

MT. IRENAEUS COMMUNITY

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Michelle Marcellin	Office Coordinator; Administrative Assistant
Mary Giardini	Office Assistant
Mary Schlosser	Coordinator of Development and Volunteers

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 Paula Scraba, Ph.D.....Robinson Hall
 Sr. Elise Mora, O.S.F., M.A.Robinson Hall

OFFICE OF THE VICE PRESIDENT FOR FRANCISCAN MISSION

FRANCISCAN INSTITUTE

Fr. David Couturier, O.F.M. Cap Executive Director, Franciscan Institute
 Coordinator, Poor Clare Enrichment Program

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 Marcus Jones, MA.....Managing Editor
 Jean François Godet-Calogeras, Ph.D. General Editor, Franciscan Studies; editorial staff
 Jill Smith, B.A. Business Manager, Franciscan Institute Publications

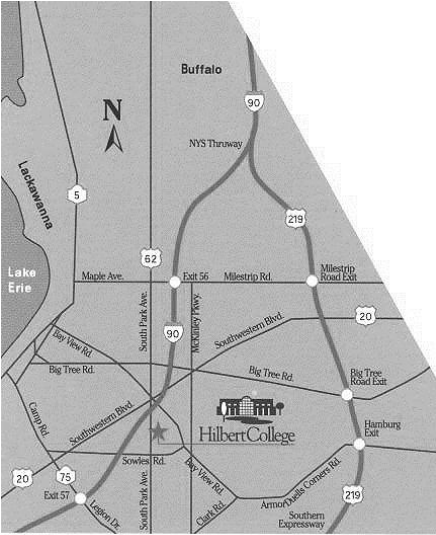
Maps & Directions

St. Bonaventure Campus

- | | | |
|---|--|-------------------------------------|
| H. Hopkins Hall | 11. The Regina A. Quick
Center For The Arts | 22. Plassmann Hall |
| 1. Village of St. Anthony | 12. Devereux Hall/Garret Theater | 23. Maintenance/Central Receiving |
| 2. Francis Hall/Damietta Center | 13. Butler Memorial Hall | 24. University Observatory |
| 3. Glen of St. Clare | 14. University Ministries Center | 25. McGraw-Jennings Athletic Fields |
| 4. Gardens of Br. Leo | 15. Reilly Center/Bob Lanier Court | 26. William F. Walsh Science Center |
| 5. Franciscan Friary | 16. Friedsam Memorial Library | 27. Swan Business Center |
| 6. University Chapel | 17. Café La Verna | 28. Tennis Courts |
| 7. Doyle Hall/Trustees Room | 18. Hickey Dining Hall | Local Businesses |
| 8. The Sandra A. and
William L. Richter Center | 19. Shay/Loughlen Halls | D. Dunkin' Donuts |
| 9. Falconio Hall | 20. De La Roche Hall | M. Microtel Inn |
| 10. Robinson Hall | 21. Murphy Professional Building | C. Country Inn & Suites |



**SBU Buffalo Center
@ Hilbert College**
5200 South Park Ave.
Hamburg, N.Y. 14075



1. Bogel Hall

- Academic Building
- Academic Service Center
- Chapel
- Institute for Law & Justice
- SIFE Cafe

2. Campus Apartments

Buildings A,B,D,E

3. Campus Center

- Bookstore
- Dining Hall
- Residence Life
- Student Activities
- Student Government

4. Franciscan Hall

- Administration
- Admissions
- Campus Ministry
- Career Center
- Counseling Center
- Student Finance
- Student Life
- Student Records

5. Hafner Recreation Center

- Athletics
- Fitness & Weight Rooms

6. Maintenance Building

- Grounds
- Security

7. McGrath Library

- St. Bonaventure Offices

8. Paczesny Hall

Academic Building
Open Fall 2006

9. Residence Hall**10. William E. Swan Auditorium**

Open Fall 2006

