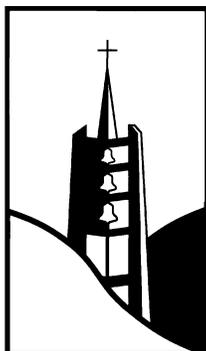




St. Bonaventure University

2014 – 2015 Undergraduate Catalog



ST. BONAVENTURE
UNIVERSITY
Founded 1858

ST. BONAVENTURE UNIVERSITY CATALOG

Volume 85 Published by St. Bonaventure University
August 2014 St. Bonaventure, N.Y. 14778
Number 1

Telephone Number: (716) 375-2000
College Code: • CEEB - 2793 • ACT - 2882

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.

Portions of this catalog may be outdated due to changes made since its publication.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

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

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FALL 2014 ACADEMIC CALENDAR

August 2014

25 Mon. Classes Begin

September 2014

1 Mon. Last day to add/drop

15 Mon. Last day to sign up for the pass/fail option

October 2014

11-14 Sat.-Tues. Midterm Break

15 Wed. Classes Resume

20 Mon. Midterm undergraduate grades due by 10:00 a.m. in Records Office

30 Thur. Last day to withdraw from an undergraduate course with a W grade

31 Fri. Spring 2015 Registration begins

November 2014

7 Fri. Final day for Spring/Summer 2014 I grade changes

26-30 Wed.-Sun. Thanksgiving Recess

December 2014

1 Mon. Classes Resume

5 Fri. Last day of classes

6 Sat. Reading Day

7 Sun. Non-Examination Day

8-12 Mon.-Fri. Undergraduate Final Examinations

13 Sat. DECEMBER RECOGNITION CEREMONY

15 Mon. Final grades due by 4:00 p.m. in Records Office

Notes: 1. This calendar includes 42 MWF 50-minute classes and 28 TTH 75-minute classes.

SPRING 2015 ACADEMIC CALENDAR

January 2015

19 Mon. Classes Begin

26 Mon. Last day for add/drop

February 2015

9 Mon. Last day to sign up for the pass/fail option

March 2015

7-15 Sat.-Sun. Mid-term Break

16 Mon. Classes Resume

18 Wed. Midterm grades due by 10:00 a.m. in Records Office

31 Tues. Last day to withdraw from an undergraduate class with a W grade

April 2015

2-6 Thur.-Mon. Easter/Spring Break

7 Tues. Classes Resume

10 Fri. Fall 2015 Registration begins

28 Tues. Final day for Fall 2014 I grade changes

May 2015

5 Tues. Thursday classes will be held

6 Wed. Last day of classes - Friday classes will be held

7 Thur. Reading Day

8-13 Fri.-Wed. Undergraduate Final Examinations

14 Thurs. Degree candidates grades due by 10:00 a.m. in Records Office.

16 Sat. BACCALAUREATE MASS

17 Sun. COMMENCEMENT

18 Mon. Final grades due by 10:00 a.m. in Records Office

Notes: 1. This calendar includes 42 MWF 50-minute classes and 28 TTH 75-minute classes.

SUMMER 2015 ACADEMIC CALENDAR

Summer Session I (May 18-June 18)

Class Periods

I- Monday-Thursday 8:00 am - 10:00 am
 II- Monday-Thursday 10:10 am - 12:10 pm
 III- Monday-Thursday 12:30 pm - 2:30 pm
 IV- Monday-Thursday 2:40 pm - 4:40 pm
 Night courses vary individually

May 2015

18	Mon.	Classes Begin/Registration
22	Fri.	Last day to drop a class with no penalty
25	Mon.	Memorial Day observed, no classes

June 2015

18	Thur.	Last day of classes
23	Tues.	Grades Due

Summer Session II (June 29-July30)

Class Periods

I- Monday-Thursday 8:00 am - 10:00 am
 II- Monday-Thursday 10:10 am - 12:10 pm
 III- Monday-Thursday 12:30 pm - 2:30 pm
 IV- Monday-Thursday 2:40 pm - 4:40 pm
 Night courses vary individually

June 2015

29	Mon.	Classes Begin/Registration
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July 2015

3	Fri.	Last day to drop course with no penalty
4	Sat.	Independence Day observed. No classes.
30	Thurs.	Last day of classes.

August 2015

4	Tues.	Grades due
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General Information

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

The St. Bonaventure campus in southwestern New York is spread over 500 acres in a valley surrounded by the Allegheny foothills on Route 417 between Olean and Allegany and about two miles from exits 24 or 25 of the Southern Tier Expressway, I-86 (formerly Route 17). The University is accessible by car, bus and commercial airlines, which land in Buffalo, N.Y., and Erie, Pa. The mailing address is 3261 W. State Road, St. Bonaventure, NY 14778.

History

St. Bonaventure University was founded through the initiative and dedicated efforts of Nicholas Devereux, a large landholder and financier from Utica, N.Y., with the cooperation and support of John Timon, Bishop of Buffalo, and members of the Franciscan Order. Their dream of more than a century and a half ago has flourished, and St. Bonaventure University has expanded greatly during the 154 years of its existence. In 1854 the two promoters persuaded a group of friars from Italy to venture to America and establish a Catholic college and seminary in Western New York. Principal among these Franciscans was Fr. Pamphilus da Magliano, who later became the College's first President. On Oct. 4, 1858, the Feast of St. Francis, the formal dedication of the new school was held on the tract of land donated by Devereux. It was then that the College was named after St. Bonaventure of Bagnoregio, the Patron of Franciscan Studies and Learning. St. Bonaventure College held its first Commencement Exercise in June 1860, graduating a class of 15 students. Since then the University has grown to more than 2,500 students.

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

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

Mission and Vision

Founded in 1858, St. Bonaventure is a Catholic university dedicated to educational excellence in the Franciscan tradition. We are committed to the constant pursuit of distinction in our undergraduate and graduate programs, our innovative liberal arts core and all of our courses of study. At St. Bonaventure University, we come to know our

students on an individual basis and become their mentors. We strive to bring out the best in every individual. As an academic and spiritual community, we endeavor to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. True to our Franciscan heritage, we encourage students to manifest our values through lives of citizenship and service.

Values Statement

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

Discovery

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

Community

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

Individual Worth

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

Statement of Distinction

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

Accreditation

St. Bonaventure University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, 215-662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Commission on Recognition of Postsecondary Accreditation. The University is also accredited by the

Association to Advance Collegiate Schools of Business, and the National Council for Accreditation of Teacher Education. St. Bonaventure is chartered by the state of New York and the Board of Regents.

Undergraduate and Graduate Academic Structure

UNDERGRADUATE DEGREES OFFERED

Baccalaureate degrees and majors offered are:

Bachelor of Arts: art history, classical languages, English, modern languages (French and Spanish), history, international studies, music, philosophy, political science, psychology, sociology, theater, theology, visual arts, women's studies

Bachelor of Science: biology, biochemistry, bioinformatics, chemistry, childhood studies, computer science, mathematics, physics, psychology, sport studies

Bachelor of Arts: Journalism/Mass Communication, Strategic Communication and Digital Media

Bachelor of Science in Education: childhood education, early childhood/childhood education, childhood education/special education, physical education

Bachelor of Business Administration: accounting, finance, management, marketing

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

SCHOOL OF ARTS AND SCIENCES

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

SCHOOL OF BUSINESS

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

SCHOOL OF EDUCATION

The School of Education is dedicated to furthering the mission of the University and to incorporating Franciscan culture and values into the preparation of educators for the twenty-first century. It provides a deep, broad and inclusive professional preparation within a strong academic core. The School of Education seeks to prepare educators who

can connect their Franciscan culture and academic and professional curricula to learners and learning environments of the future. Operating within a conceptual framework organized around three themes – competence, experience, and social justice – all professional preparation programs foster reflection, inquiry, strong collegial relationships, leadership in the change process and dedication to lifelong learning. (See the School of Education section for more information.)

RUSSELL J. JANDOLI SCHOOL OF JOURNALISM AND MASS COMMUNICATION

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

SCHOOL OF GRADUATE STUDIES

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

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

- Master of Arts in English and integrated marketing communications
- Advanced Certificates in Franciscan studies
- Master of Business Administration
- Master of Science in counselor education (community mental health)
- Master of Science in Education in educational leadership, counselor education (community mental health, school and rehabilitation), adolescence education, differentiated instruction, and literacy (childhood and adolescent).
- Certification in school administration
- Advanced certificate of specialization in counselor education (community mental health, school and rehabilitation)

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

- Master of Business Administration
- Master of Arts in integrated marketing communications
- Master of Science in Education in counselor education (community mental health and school), literacy (childhood and adolescent) and differentiated instruction
- Advanced certificates of specialization in counselor education (community mental health and school) and differentiated instruction
- Certification in school administration

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

- Master of Arts in integrated marketing communications and strategic leadership

Resources and Buildings

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

Science laboratories include facilities for instruction and research in a variety of fields, including computer science, physics, biology, microbiology, psychology, environmental science, chemistry and mathematics. Among the facilities are an observatory, biotechnology laboratory, tissue culture laboratory, equipment for research in the growth of microorganisms, plants and an extensive mammal collection. (See De La Roche Hall and Walsh Science Center, page 13.)

Computer Facilities are provided by the University through the Office of Technology Services. The University campus is directly connected to the Internet, and is completely wireless. 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-Rom, or on-line 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 at www.sbu.edu/friedsam.

In addition to the main collection there are a number of specialized collections that the library maintains. The Curriculum Center contains materials and textbooks supporting the School of Education. The Government Documents Collection is composed of materials the Library obtains through its status as a regional selective depository of federal and New York State government publications.

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 Special Collections section of the University Archives contains important materials on Thomas Merton, Robert Lax, Jim Bishop and Douglas Edwards.

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, and spaces to house academic music ensembles. Music instructional spaces and three galleries presenting the University Art Collection and national touring artists are also housed in the Center. The F. Donald Kenney Museum and Art Study Wing includes two new galleries, a lithograph study room and support spaces. The museum and study wing help create a top-rate facility for the education and entertainment of student and regional audiences.

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.

Hopkins Hall houses the offices of the president and academic vice president, admissions, business, financial aid, human resources and technology services.

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

The Reilly Center is St. Bonaventure's largest building, providing a sports arena (Bob Lanier Court) seating 5,780 spectators, the Athletics Hall of Fame, a swimming pool and other athletic facilities, student activity offices, WSBU, 88.3 The Buzz radio station, lounges, snack bar, counseling services, Career Center, international studies, University bookstore, Higher Education Opportunity Program (HEOP), ROTC offices, classrooms and offices. More than 45 acres of outdoor athletic fields are available for varsity baseball, softball, soccer, tennis and intramural sports, and the University also provides a nine-hole golf course.

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

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

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

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

Plassmann Hall houses the School of Arts and Sciences and the School of Education. It contains classrooms, offices, seminar rooms and a modern language lab.

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

The Magnano Centre's Hickey Dining Hall, which underwent a massive renovation in 2006, offers dining to students from 7 a.m. to 10 p.m. daily. Flanking Hickey is Café La Verna, a gourmet, wireless coffeehouse serving Starbucks products and a lunch menu. The Rathskeller, an on-campus club, is in the basement of Hickey.

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

Living Accommodations

We expect, but do not require, all unmarried freshmen, sophomores and juniors, except those whose homes are within commuting distance of the University or who are twenty-one (21) years of age, to live in one of the residence halls. For students living in a University residence hall, either as incoming or returning students, reserving a room in the residence hall is a contract with the University for the entire year. There are no facilities on campus for married students.

Student rooms are provided with a bed, desk, chair, closet and dresser. Student rooms have a direct connection to the University's computer network and also access to the University's wireless network. Students must provide their own blankets, towels and other personal amenities.

New students may occupy a room on the day specified in the orientation letter. Upperclassmen may occupy rooms on the afternoon no later than the day preceding the first day of classes as noted in the University calendar. Room rent is charged from the first day of classes and will extend to 24 hours after the final examination period of the spring semester, with special accommodation made for seniors up to the date of Commencement. No deduction is made for absences. A room may be reserved for new students only when their entrance application and confirmation deposit have been received and accepted. Returning students must make the necessary room deposit by the required date as determined by the Business Office.

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

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

UNIVERSITY RESIDENCE FACILITIES INCLUDE:

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

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

Robinson/Falconio Halls are traditional residence halls located at the center of campus life and situated between Doyle Hall and the Reilly Center. These two buildings are the closest residence halls to the outdoor basketball courts, athletic fields and Richter Center. The Bona Venture student newspaper, Student Government offices, office of Safety and Security Services, Clare College offices, and Event Management office are also located on the first floors of Robinson and Falconio halls.

Francis Hall is a residence hall for upperclass and graduate students requesting single rooms. Francis has its own dining hall and lounges equipped with full kitchens on each floor. It also houses University Relations, including the offices of Communications and Alumni Services.

Doyle Hall features large rooms equipped with a sink in each room. Doyle also houses the registrar's office, assistant director of the First-Year Experience, department of history, Student Wellness Center, the University chapel, the Robert R. Jones Board of Trustees Room, and Teaching and Learning Center.

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

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

NYS EDUCATION DEPARTMENT INVENTORY OF REGISTERED (Undergraduate) PROGRAMS

PROGRAM TITLE.....	HEGIS No.	DEGREE
Biology	0401.00	BS
Biochemistry	0414.00	BS
Bioinformatics.....	0419.00	BS
Environmental Science	0420.00	BS
Accounting	0502.00	BBA
Accounting Dual.....	0502.00/0502.00	BBA/MBA
Finance.....	0504.00	BBA
Management.....	0506.00	BBA
Marketing	0509.00	BBA
Journalism/Mass Communication	0601.00	BA
Strategic Communication & Digital Media	0699.00	BA
Computer Science.....	0701.00	BS
Business Information Systems	0702.00	BBA
Childhood Education.....	0802.00	BSED
Childhood Studies.....	0802.00	BS
Childhood Ed/Students with Disabilities	0808.00	BSED
Physical Education Teacher "K-12"	0835.00	BS
Visual Arts	1002.00	BA
Art History.....	1003.00	BA
Music	1004.10	BA
Theater.....	1007.00	BA
Classical Languages	1101.00	BA
French	1102.00	BA
Spanish.....	1105.00	BA
Sport Studies.....	1299.30	BS
English	1501.00	BA
English/Business Administration Dual	1501.00/0506.00	BA/MBA
Philosophy.....	1509.00	BA
Mathematics	1701.00	BS
Physics 4 YR.....	1902.00	BS
Physics-Engineering Physics.....	1902.00	BS
Chemistry	1905.00	BS
Physics-Biophysics	1999.20	BS
Physics/Business/Dual	1999.20/0506.00	BS/MBA
Psychology	2001.00	BA
Psychology	2001.00	BS
Social Sciences.....	2201.00	BA
History.....	2205.00	BA
Political Science.....	2207.00	BA
Sociology	2208.00	BA
International Studies	2210.00	BA
Gerontology	2299.10	BA
Theology	2301.00	BA
Women's Studies	4903.00	BA
Individualized Majors	4999.00	BS
Individualized Majors	4999.00	BBA
Individualized Majors	4999.00	BA

ADMISSIONS

Application Procedure

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

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

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

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

Admission Requirements for Secondary School Students

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

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

Franciscan Health Care Professions Dual-Admission/Dual-Degree Program

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

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

Giant Step

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

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

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

Admission Requirements for Giant Step:

1. Giant Step application
2. Official high school transcript and ACT, SAT, PSAT or PLAN scores
3. Recommendation by high school principal or guidance counselor

Higher Education Opportunity Program (HEOP)

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

Senior Citizen Program

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

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

International Students

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

1. If a student's native language is not English, provide certification of English proficiency, usually demonstrated by official scores from the Test of English as a Foreign Language (TOEFL) taken within two years of application. It is recommended

that a minimum score of 550 on the written exam (with at least 55 in each of the test section areas) or minimum TOEFL score of 213 on a computer-based exam (CBT) or minimum score of 80 on the Internet-based test (IBT) exam – with at least a 20 in each of the test section areas – be achieved for consideration for admission.

2. If academic records are from a U.S. or Canadian institution, they may be submitted directly to St. Bonaventure. Credentials from any other country must go through a credential evaluation service. Contact a credential evaluation service and submit your credentials, high school and college transcripts and any required fees to the agency for review and subsequent submission to SBU. **Credentials will not be reviewed without an outside evaluation.** The following credential agencies are acceptable: World Education Services, Josef A. Silny & Associates Inc. Original of **official** credentials (transcripts, diplomas, etc.) with seals attached from all previous institutions attended must be submitted to St. Bonaventure University. Official evaluations must be submitted directly from the credential agency.

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

Re-enrollment

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

Confirmation Deposit

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

Credit by Examination

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

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

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

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

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

Advanced Placement*

TEST	SCORE CREDITS	SBU TESTS EQUIVALENT	
American History	3	HIST 201, 202	6
Amer./Compar. Politics	3	GENERAL ELECTIVES	3
Art History	4	ARTH 101, 102	6
Art: Studio General	3	VA 111 or VA 121 or VA 131	3
Biology	5	Credit granted for both Biology 105 & 106. Student will be allowed to enroll immediately in Biology courses above the 100 level.	8
	4	Credit granted for 1 semester of either 105 or 106 depending on high school background but must complete the remaining semester of the 105-106 sequence.	4
	3	(Non-Majors Only) Credit granted for 1 semester of 101 if student has completed 2 semesters of high school biology.	4
Chemistry	5*	CHEM 101, 102	6
	4*	CHEM 101	3
		*credit for corresponding CHML 101 or 102 lab is evaluated	

		on a case-by-case basis. High school chemistry lab syllabus and graded labs must be presented to department chair for review before lab credit can be granted.	
Chinese Lang. & Culture	3	CHIN 101/102	6
Chinese Lang. & Culture	4	CHIN 201/202	
	12		
Computer Science A	4 or 5	CS 131	4
English Lang. & Comp.	3	CLAR 110, 111	6
English Lit. & Comp.	3	ENG 103, ENG ELECTIVE	6
Environmental Science	3	BIO 112	3
European History	3	HIST 101, 102	6
French Language	3	FREN 201, 202	6
	4 or 5	FREN 301, 302	6
French Literature	3	FREN 201, 202	6
	4 or 5	FREN 9999	6
German Language	3	GERM 201, 202	6
Gov. & Pols: Amer.	3	GENL ELECTIVES	3
Gov. & Pols.: Comp.	3	GENL ELECTIVES	3
Human Geography	3	GEOG 101	3
Latin: Virgil	3	Latin 9999	3
Latin: Cat.- Horace		NO CREDIT	0
Macroeconomics	3	ECO 102	3
Math: Calc AB	3	Math 151	4
Math: Calc BC	3	Math 151	4
Math: Calc BC	4 or 5	Math 151, 152	8
Math: Statistics	3	Math 107, QMX 211	3
Microeconomics	3	ECO 101	3
Music: Theory	3	MU 121	3
Physics B	3	PHYS 103 & PHYL 103	4
Physics C, Elect & Mag	3	PHYS 104 & PHYL 104	4
Psychology	4	PSYC 101	3
Spanish Language	3	SPAN 201, 202	6
	4 or 5	SPAN 301, 302	6
Spanish Literature	3	SPAN 201, 202	6
	4 or 5	SPAN 9999	6
World History	3	HIST 9999	3

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

CLEP Scores*(as of May 2013)*

	Minimum Score	Course Equivalent	Credits
<u>Composition and Literature</u>			
American Literature	50	ENG 220 & 221	6
Analyzing & Interpreting Literature	50	ENG 103	3
College Composition	50	ENG 101A	3
College Composition Modular	x	No Credit	
English Literature	50	ENG 203/204	6
Humanities	50	CLAR 209	3
<u>Foreign Languages</u>			
College French (I)	50	FREN 101 & 102	6
College French (II)	59	FREN 201 & 202	12
College Spanish (I)	50	SPAN 101 & 102	6
College Spanish (II)	66	SPAN 201 & 202	12
College German (I)	50	GERM 101 & 102	6
College German (II)	60	GERM 201 & 202	12
<u>History and Social Sciences</u>			
American Government	50	POLS 102	3
Human Growth & Develop.	x	No Credit	
Introductory Educational Psychology	x	No Credit	
Prin. of Macroeconomics	50	ECO 102	3
Prin. of Microeconomics	50	ECO 101	3
Introductory Psychology	50	PSYC 101	3
Introductory Sociology	50	SOC 101	3
Social Science & History	x	No Credit	
History of the US I	50	HIST 201	3
History of the US II	50	HIST 202	3
Western Civilization I	50	HIST ELEC	3
Western Civilization II	50	HIST ELEC	3
<u>Science and Mathematics</u>			
Calculus	50	MATH 151	4
College Algebra	x	No Credit	
College Algebra/ Trigonometry	50	MATH 108	3
Trigonometry	x	No Credit	
College Mathematics	x	No Credit	
Precalculus	50	MATH 108	3
General Biology	50	BIO 101	4
	54	BIO 105	4
	59	BIO 106	4
Chemistry	55	CHEM 101	3
	65	CHEM 101 & 102	6
Natural Sciences	x	No Credit	

Business

Financial Accounting	50	ACCT 201	3
Information Systems/ Computer Applications	50	BIS 310	3
Introductory Business Law	50	BLX 210	3
Principles of Management	x	No Credit	
Principles of Marketing	x	No Credit	

Transfer Students

Undergraduate students from other accredited institutions may apply to St. Bonaventure University. Transfer students must be in good academic and disciplinary standing. The following items need to be submitted for transferring:

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

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

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

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

- CLAR 103 – an appropriate 3-credit world or American history course
- CLAR 105 – an appropriate 3-credit psychology, sociology, political science, or economics course
- CLAR 110 & 111 – two appropriate 3-credit introductory writing courses at least at the 100 level.
- CLAR 206 – an appropriate 3-credit theology or religious studies course
- CLAR 208 – an appropriate 3 credit course with content reflective of a multi-cultural perspective
- CLAR 209 – an appropriate 3-credit art, music, theater, or literature course
- CLAR 302 and CLRL 302 – an appropriate 4-credit science lab course

Students who have earned an Associate in Arts or Associate in Science Degree will be considered to have satisfied the requirements of CLAR 103, 105, 110, 206, 208, and 209.

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

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

Classification of Students

Students are classified in one of two ways:

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

Health Services

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

Student Financial Services

For Academic Year 2014-2015 (as of August 2014)

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

Tuition for academic year 2014-2015

Full-time students (12-18 credit hours per semester) \$29,510.00

Part-time students per credit hour 880.00
(for course loads less than 12 credit hours and for credit hours in excess of 18)

Post-baccalaureate per credit hour 711.00

Room for academic year 2014-20115 (average) 5,686.00
(this varies with building, number of occupants in the room)

Meal plan options for academic year 2014-2015

Required for students living in Doyle, Dev, Rob-Fal, Shay-Loughlen and Francis

Bona Platinum: unlimited access, Hickey Dining Hall, every day 5,700.00
(includes \$300 flex dollars per semester)

Bona Gold: unlimited access, Hickey Dining Hall, every day 5,400.00
(includes \$150 flex dollars per semester)

Bona Silver: unlimited access, Hickey Dining Hall, every day 5,100.00

Townhouses/apartments and off-campus optional meal plans

Flex \$100 (\$100 flex dollars per semester) 200.00

Flex \$200 (\$200 flex dollars per semester) 400.00

Advantage \$500 (\$500 flex dollars per semester) 1,000.00

Advantage \$300 (\$300 flex dollars per semester) 600.00

Student Block 75 meals per semester 962.00

Student Block 100 meals per semester plus \$100 Flex 1,350.00

Student Block 150 meals per semester plus \$100 Flex 1,830.00

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

Other Fees

University fees (per year for full-time students) \$965.00

Books and supplies (estimated) 700.00

Application process (non-refundable) 30.00

Application process (readmission) 30.00

New Student Fee (freshmen/transfers - payable once) 415.00

Graduation Fee (mandatory for all undergraduate and graduate students) 100.00

Transcript (written request required) 5.00

School of Education placement service 5.00

Room reservation deposit (non-refundable) 150.00

Room cancellation fee (non-refundable) 200.00

*Confirmation fee (non-refundable; freshmen/transfers) 200.00

\$100 credited to General Obligation Deposit

\$100 credited to the semester of the student's first registration

Franciscan Health Care Dual Admission Program (additional deposit) 300.00

Late payment fee (per semester) 100.00

Private telephone and television are optional.

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

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

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

2014 Summer School Fees

Tuition per credit hour (undergraduate)\$460.00

Tuition per credit hour (graduate)\$711.00

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

Refund Policy

Any student who withdraws from the University must give formal notice to the University Registrar. The below policy will be used for all withdrawals from the University with the exception of medical and military service leaves. The official withdrawal date is the date that the student begins the school's withdrawal process at the Registrar's Office or the date that the student otherwise provided official notification. Please refer to the Academic Policy section of this catalog for policies and procedures to formally withdraw from the University. Federal financial aid will be calculated on an earned per diem basis for the academic calendar up to the 60 percent point in the semester. Please refer to the Financial Aid section of the catalog for details. Students may request a review of their withdraw type, date of withdraw, or calculation within 30 calendar days of issuance of the final billing from the University. Requests made after 30 days will not be reviewed.

FALL/SPRING TUITION, ROOM AND MEAL PLAN REFUND

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

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

SUMMER/FIVE-WEEK COURSE TUITION REFUND

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

First week	90% Refundable
Second week	50% Refundable
Third week	25% Refundable
Withdrawal after 3rd week:	No refund

Refund Policy for Medical or Military Service Leaves

A leave of absence for medical reasons is issued by the Vice Provost for Student Life only upon the written advice of other appropriate professional persons and only for one semester. Tuition will be pro-rated weekly as of the date the Vice Provost for Student

Life approves the medical withdrawal. Room and meal plan will be pro-rated weekly as of the date the student officially begins the school's withdrawal process or the date that the student otherwise provided official notification. Students may request a review of their withdraw type, date of withdraw, or calculation within 30 calendar days of issuance of the final billing from the University. Requests made after 30 days will not be reviewed.

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

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

CREDIT BALANCE REFUND

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

Refunds are issued by check on a weekly basis and mailed to the address on file. If you would like your check payable to someone other than the student or mailed to another address, the student will need to inform the Business Office in writing. Requests taken in person from the student will supersede a previous request. Refunds are available for pickup at the Business Office Monday-Thursday from 10 a.m. to 4 p.m. and on Fridays from 2 to 4 p.m.

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

Meal Plan

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

Within the above-mentioned guidelines, students may change a University meal plan during the first ten (10) business days of each semester only. This policy is strictly enforced. Students are required to personally file the appropriate request form for a meal plan change by reporting to the Housing Office. Meal plan changes are done exclusively through the University Housing Office, Room 202, in the Reilly Center. Meal plans are not in effect and cannot be used when the campus and/or residence halls are closed during specified vacation periods, Christmas or semester breaks, and spring semester midterm break. There will be no dining services available on Thanksgiving Day or Easter Sunday.

Cancellation of Room

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

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

Financial Terms

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

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

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

expenses. There will be no service fee if processed through our new Web-based system. Credit cards are accepted online with our partner CASHNET SmartPay. They accept MasterCard, Visa, Discover and American Express.

Students enjoy having 24/7 access to student account information. To view your current statement, students should log onto <http://my.sbu.edu>, select student menu, and click on View/Pay Student Account.

Students are encouraged to register parents as authorized users, which gives them access to the system and e-mail notification when a new bill is available. To set up an authorized user, the student logs onto <http://my.sbu.edu>, selects student menu, clicks on View/Pay Student Account, and then selects Add Authorized User.

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

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

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

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

Payment Plan Options

PAYMENT PLANS

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

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

Plan Terms: Tuition payment plans administered by Higher One offer you the opportunity to pay your tuition, interest free, in 8, 9 or 10 payments, beginning 6/1, 7/1, or 8/1, respectively.

There is a \$55 application fee to enroll in the Tuition Payment Plan. School statements for the Fall term will be sent in July 2014, with a payment due date of August 1, 2013, to St. Bonaventure University. Please use the worksheet on the Tuition Payment Plan enrollment site to calculate the amount of your Tuition Payment Plan. If enrolling in the Tuition Payment Plan, you must enroll by August 15, 2014, to ensure your St. Bonaventure account is properly credited by the beginning of the fall semester.

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

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

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

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

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

Deferred Payment Plan by Tuition Management Systems (TMS): St. Bonaventure understands that education expenses are easier to pay when spread over predictable, monthly payments. Our Interest-Free Deferred Payment Option, offered in partnership with Tuition Management Systems, Inc. (TMS), is an alternative to large semester payments and helps limit borrowing. Under this plan, 50% of the outstanding bill must be paid by August 15, 2014, with the remaining balance paid in increments of 25% due September 15, 2014, and 25% due October 15, 2014, for the fall semester. For the spring semester, 50% of the outstanding bill must be paid by January 10, 2015, with the remaining balance paid in increments of 25% due February 10, 2015, and 25% due March 10, 2015. There is a \$40 administrative fee per semester to enroll in this plan. Any balance not covered by the plan should be paid upon receipt of a bill.

If your payment plan amount does not satisfy your bill, the difference should be paid, by the due date, to St. Bonaventure University. Any excess credit from the payment plan over St. Bonaventure's cost will not be refunded until the payment plan has been paid in

full. Please call the Business Office to discuss the over-payment and ways to adjust the contract so you are not waiting for a refund.

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

Local Banks and Bona ID Card

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

Bona ID Card

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

The account allows students to have money, called “Bona Bucks,” to make purchases at the University Bookstore and dining facilities. Students may add additional Bona Bucks in \$50 increments at Hickey Dining Hall. Bona Bucks can be used in the RC Café, Café La Verna, Rathskeller, Hickey Dining Hall, Francis Dining Hall, University Bookstore and concession stands.

Financial Aid

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

ST. BONAVENTURE UNIVERSITY GRANTS AND SCHOLARSHIPS

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

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

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

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

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

St. Bonaventure Grant-in-Aid. These grants are available to incoming and continuing students primarily on the basis of financial need, as determined by the Free Application for Federal Student Aid (FAFSA). It is a requirement that this form be filed for an initial grant and for renewal. Students must continue to demonstrate financial need and

maintain a cumulative grade point average of 2.0 or better for renewal. The resident portion of the award requires that a student reside in campus housing with housing charges.

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

Allegany-Limestone Central School, Allegany, New York
Aquinas Institute, Rochester, New York
Archbishop Walsh High School, Olean, New York
Bishop Timon/St. Jude, Buffalo, New York
Olean High School, Olean, New York
Serra Catholic High School, McKeesport, Pennsylvania
Notre Dame High School, Batavia, N.Y. (limited; academic restrictions apply)

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

St. Bonaventure Enchanted Mountain Scholarship. This scholarship recognizes academically qualified students who graduate from a high school in Allegany or Cattaraugus counties in New York State, or Potter or McKean counties in Pennsylvania and have a high school average of at least 84 AND a minimum combined score of 1050 on the Math and Critical Reading portions of the SAT (or a composite ACT score of at least 23). The final decision regarding eligibility rests solely with St. Bonaventure University. Students who qualify receive either the Enchanted Mountain Scholarship or the qualified merit award, whichever is the higher amount. Applicants for the fall semester must submit a completed admissions application and the appropriate financial forms by Feb. 15 preceding the fall start term.

Transfer students also may be eligible for the scholarship if they are from a high school in one of the four listed counties, have achieved an overall grade point average of 3.0 or better (from all colleges attended), and will be transferring at least 24 credit hours to St. Bonaventure.

The Enchanted Mountain Scholarship is a \$14,000 award and will be renewed at the original amount each year provided the student maintains a cumulative grade point average of 2.5 or higher.

St. Bonaventure/Jamestown Community College Transfer Scholarship. This scholarship is offered to full-time, undergraduate students who have graduated from any one of the Jamestown Community College campuses (Jamestown, Olean, Warren or Dunkirk), or have completed at least 60 credit hours. The student must have a minimum cumulative grade point average of 3.0 or higher (from all previous colleges/universities attended). The final decision regarding eligibility rests solely with St. Bonaventure University.

The amount of the scholarship is \$12,500 (\$9,300 - SBU JCC Transfer Scholarship/\$3,200 - SBU JCC Transfer Resident Scholarship; the resident portion of the award requires that a student reside in campus housing with housing charges). The award(s) under this program will be renewed each year at the original amount provided the student remains enrolled full-time and maintains a cumulative grade point average of 2.5 or higher.

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

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

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

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

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

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

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

Transfer Scholarships. For more information about scholarships available to transfer students, please see the SBU website under Financial Aid.

NEW YORK STATE GRANTS AND SCHOLARSHIPS

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

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

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

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

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

Students enrolled for the summer session MAY qualify for accelerated TAP if they are carrying a minimum of six credit hours. Students should contact the Office of Financial Aid to inquire further about the requirements for accelerated TAP.

Application Procedures. Complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA can be filed electronically at www.fafsa.ed.gov. If you need a paper application contact the Office of Financial Aid. If you filed the FAFSA form electronically, are a New York State resident and list at least one New York State school on the form, you will be linked to www.hesc.com to complete the Express TAP Application (ETA) online. If you file a paper FAFSA or do not link from the FAFSA online, the New York State Higher Education Services Corporation (NYSHESC) will mail or email you online instructions for completing the TAP-on-the-Web application. If you choose not to apply online, NYSHESC will mail you an ETA. You will need to review, complete and return the application to NYSHESC.

Selection of Recipients and Allocation of Awards: TAP is an entitlement program. There is neither a qualifying examination nor a limited number of awards. The applicant must: (1) be a New York state resident and a U.S. citizen or permanent resident alien; (2) be enrolled full-time and matriculated at an approved New York state postsecondary institution; (3) have, if dependent, a family net taxable income below \$80,000, or if independent and single with no tax dependents, a net taxable income below \$10,000; (4) and be charged a tuition of at least \$200 per year.

The current definition of independent status is as follows:

- (1) 35 years of age or older as of June 30, 2014; or
- (2) 22 years of age or older on June 30, 2014, and not:
 - a. resident in any house, apartment or building owned or leased by parents for more than six consecutive weeks in calendar years 2013, 2014, 2015

- b. claimed as a dependent by parents on their Federal or State income tax returns for 2013 and 2014
 - c. recipient of gifts, loans or other financial assistance in excess of \$750 from parents in calendar years 2013, 2014, 2015; or
- (3) under 22 years of age on June 30, 2013, and meeting all other requirements of (2) above, and in addition able to provide supporting documentation for one of the following:
- both parents deceased, disabled or incompetent;
 - receiving public assistance other than Aid to Dependent Children (ADC) or food stamps;
 - award of a court;
 - unable, due to an adverse family situation, to submit parents' income.

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

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

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

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

State Aid to Native Americans. Enrolled members of New York state tribes and their children who are attending, or planning to attend, college are eligible. You must attend a college in New York State and be a resident of New York State.

Applications must be postmarked by July 15 for the fall 2014 semester, Dec. 31 for the spring 2015 semester, and May 20 for the summer 2015 session. Specific eligibility criteria and applications can be obtained by writing to: Native American Education Unit, New York State Education Department, Education Building Annex, Room 478, Albany, NY 12234

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

Higher Education Opportunity Program (HEOP). Application is made through the University. Students must meet the economic and educational criteria as prescribed by the New York State Department of Education. Further information may be obtained by contacting the Director of HEOP.

FEDERAL GRANTS

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

Federal Pell Grant. The Federal Pell Grant is a federal program designed to provide financial assistance to those who need it to attend post-high school educational institutions. Federal Pell Grants are intended to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education. The amount of your Federal Pell Grant is determined on the basis of your own and your family's financial resources. The grant is based on need, and may range from \$573 to \$5,730. The Free Application for Federal Student Aid (FAFSA) must be submitted by those who wish to file for the Pell Grant.

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

All applicants are required to file a FAFSA for each academic year.

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

Loans

FEDERAL DIRECT LOAN PROGRAM

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

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

Loan Schedule: An undergraduate student may borrow up to \$5,500 (at least \$2000 unsubsidized) for the first year of study, \$6,500 (\$4,500 subsidized, \$2000 unsubsidized) for the second year, and up to \$7,500 (\$5,500 subsidized, \$2000 unsubsidized) for each of three more years, to a maximum of \$31,000 (no more than \$23,000 can be

subsidized). If you are an independent undergraduate, you can borrow up to \$9,500 for the first year (at least \$6,000 must be in unsubsidized Federal Direct loans); \$10,500 for the second year (at least \$6,000 must be in unsubsidized Federal Direct loans); and \$12,500 for the third and fourth (and possibly fifth) academic years (at least \$7,000 of this amount must be in unsubsidized Federal Direct loans).

A graduate student may borrow up to \$20,500 per class year (at least \$12,000 of this amount must be in unsubsidized Federal Direct loans). The total Federal Direct loan debt you can have outstanding as a dependent undergraduate is \$31,000; as an independent undergraduate, \$57,500. The total debt allowed for graduate or professional study is \$138,500 (\$65,500 in subsidized Federal Direct Loans and \$73,000 in unsubsidized Federal Direct Loans). The graduate debt limit includes any Federal Direct Loans you received as an undergraduate. A student enrolled in a Teacher Certification program only (not leading to a master's degree) is eligible to borrow up to \$7,000 (no more than \$5500 can be subsidized).

Rights and Responsibilities of Recipients: An undergraduate student may borrow at a relatively low fixed interest rate of 4.66 percent for subsidized and unsubsidized Federal Direct Loans. Payment of principal may further be deferred during study under a graduate program approved by the U.S. Commissioner of Education, during up to three years of active U.S. armed forces service, during up to three years as a full-time Peace Corps or VISTA or similar national program volunteer, or during up to 12 months of unsuccessful search for full-time employment.

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

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

FEDERAL PERKINS LOANS

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

Amounts which may be borrowed: For each year of undergraduate study you may borrow up to \$5,500. The total debt you can have outstanding as an undergraduate is \$27,500. For each year of graduate study you may borrow up to \$8,000. The total debt you can have outstanding as a graduate/professional student is \$60,000 (this includes Federal Perkins Loans borrowed as an undergraduate). Limited funds are made available to the University, which then must determine the student recipient on the basis of need.

Receipt of a Federal Perkins Loan in one year does not guarantee receipt in subsequent years.

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

FEDERAL DIRECT PLUS LOANS FOR PARENTS & GRADUATE STUDENTS

Federal Direct PLUS loans enable parents with good credit histories to borrow for each child who is enrolled at least half-time and is a dependent student. The yearly loan limit is the cost of education minus any estimated financial aid for which a student may qualify. The interest rate on PLUS loans is a fixed rate of 7.21 percent. Graduate and professional students are also eligible to apply for a PLUS Loan.

INSTITUTIONAL LOANS

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

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

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

Alternative Loans. Lending institutions offer a variety of loan options that should be reviewed carefully by students and parents before participating. The Office of Financial Aid can provide information describing alternative loans or you can visit our Web site at www.sbu.edu.

Student Employment

FEDERAL WORK STUDY

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

ST. BONAVENTURE UNIVERSITY STUDENT EMPLOYMENT PROGRAM

St. Bonaventure operates its own work program (Bona Work) as a supplement to the Federal Work Study Program. Some opportunities for placement do exist on campus. Placement in a job depends on the availability of open positions. Job opportunities are

posted on the SBU Web site. Access to job postings is available to all enrolled students with a valid e-mail account. Information may be obtained by contacting the Office of Financial Aid.

Criteria for Renewal of Financial Aid

ST. BONAVENTURE UNIVERSITY AID

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

- Presidential Scholarship/Resident Scholarship3.25
- Friars Scholarship/Resident Scholarship3.00
- Provost Scholarship/Resident Award2.75
- St. Bona Achievement Grant/Resident Grant2.50
- St. Bona Enchanted Mountain Scholarship/Resident Scholarship2.50
- St. Bona JCC Transfer Scholarship/Resident Scholarship2.50
- St. Bona Geographic Diversity Award2.00
- St. Bona Buckeye Award2.00
- St. Bona Incentive Grant/Resident Grant2.00
- St. Bona Grant-in-Aid/Resident Grant2.00
- High School/Endowed (named) and other SBU Scholarships2.00

FEDERAL AID

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

Semester	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Cumulative Credits	10	20	30	40	50	60	70	80	90	100	110	120
Earned Cum. GPA	1.25	1.7	1.85	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0

At the end of every semester, a student's eligibility will be reviewed to determine if at least two-thirds of the attempted credits have been completed successfully. For example a student who has attempted 15 credits will need to have completed at least 10 credits with the requisite GPA to maintain good status. If the student fails to complete the

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

BEFORE BEING CERTIFIED FOR THIS PAYMENT OF STATE AID	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
A STUDENT MUST HAVE ACCRUED AT LEAST THIS MANY SEMESTER CREDIT HOURS	0	6	15	27	39	51	66	81	96	111
WITH AT LEAST THIS CUMULATIVE GRADE POINT AVERAGE	0	1.50	1.80	1.80	2.00	2.00	2.00	2.00	2.00	2.00

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

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

- In each semester of study in the first year for which an award is made, the student must receive a passing or failing grade in at least six credit hours (i.e., 50 percent of the minimum of full-time load of 12 hours).
- In each term of study in the second year for which an award is made, the student must receive a passing or failing grade in at least nine credit hours (i.e., 75 percent of the minimum full-time load).
- In each term of study in the third and each succeeding year for which an award is made, the student must receive a passing or failing grade in at least 12 credit hours (i.e., 100 percent of the minimum full-time load).

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

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

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

the university certifies and maintains documentation that such a waiver is in the best interest of the student.

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

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

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

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

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

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

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

METHOD AND FREQUENCY OF TITLE IV FINANCIAL AID DISBURSEMENTS

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

Financial Aid Refund Policy

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

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

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

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

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

Federal Program Repayment Policy: The amount of Title IV aid that a student must repay is determined via the Federal Formula for Return of Title IV funds as specified in Section 484B of the Higher Education Act. This law also specifies the order of the return of the Title IV funds to the programs from which they are awarded which is listed above.

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

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

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

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

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

Awards and Honors

General Honors

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

Summa Cum Laude – when the index is 3.90 or above

Magna Cum Laude – when the index is 3.60 to 3.89

Cum Laude – when the index is 3.25 to 3.59

Dean's List

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

Honor Societies

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

Alpha Delta Sigma is the honor society of the American Advertising Federation.

Alpha Mu Alpha is the marketing honor society.

Alpha Psi Omega is the National Theater Honor Society.

Beta Gamma Sigma is the national honor society for business students in AACSB-accredited schools.

Chi Alpha Epsilon, Zeta Epsilon Chapter - Chi Alpha Epsilon was formed to recognize the academic achievements of students admitted to colleges and the universities through non-traditional criteria such as Educational Opportunity Programs.

Delta Epsilon Sigma is the national scholastic honor society for students in Catholic colleges and universities.

Kappa Delta Pi is an international honor society for students in education. The University's Xi Nu Chapter is open to juniors and seniors whose overall GPA is 3.25 or better.

Kappa Tau Alpha is the national honor journalism/mass communication society with members limited to those students in the top 10 percent of their class based on their overall indices.

Phi Alpha Theta is an international honor society for students in history.

Phi Eta Sigma is the national honor society for college freshmen who have a cumulative grade point average of 3.5 or higher at the close of a full-time curricular period during their first year.

Pi Delta Phi-Eta Theta Chapter is the national honor society for students of French.

Pi Gamma Mu is the international honor society in social science. History and sociology majors are also eligible to join. Membership includes:

- lifetime membership
- a certificate and a gold-plated key pin

- a subscription to the Pi Gamma Mu Newsletter and to the International Social Science Review
- eligibility for a graduate school scholarship
- advancement in government service rating
- invitation to regional meetings and conventions
- academic recognition and enrichment

Pi Mu Epsilon-New York Omega chapter is the national honorary mathematics fraternity.

Pi Sigma Alpha is the national honor society in political science.

Psi Chi is the national honor society in psychology.

Sigma Delta Pi is a national honor society for students in Spanish.

Sigma Pi Sigma is the national honor society in physics.

Societies

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

Alpha Kappa Mu - for students pursuing the bachelor of science degree in the School of Arts and Sciences.

American Advertising Federation - St. Bonaventure Chapter, Student Affiliate.

American Chemical Society - St. Bonaventure Chapter, Student Affiliate.

Gold Bar Club is a professional society for ROTC students, but is open to the entire student population.

Iota Delta Alpha - for students pursuing the bachelor of science degree in the School of Arts and Sciences.

Society of Professional Journalists is the national professional journalism and mass communication society, open to undergraduates with above-average academic standing who have participated in professional or collegiate media, or both.

Student Section - St. Bonaventure Chapter of the Society of Physics Students.

Awards

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

The Ideal Bonaventure Man. This honor is awarded to a male senior who, in the judgment of a Committee on Student Affairs, eminently exemplifies the values and qualities – personal, social, academic and spiritual – which the University aims to develop in all its male students.

The Ideal Bonaventure Woman. This honor is awarded to a female senior who, in the judgment of a Committee on Student Affairs, eminently exemplifies the values and qualities – personal, social, academic and spiritual – which the University aims to develop in all its female students.

General Excellence in the Arts Curriculum. This is an honor awarded to the senior who maintained the highest academic standing in an arts program during four years at the University.

General Excellence in the Science Curriculum. This is awarded to the senior who maintained the highest academic standing in a science program during four years at the University.

General Excellence in the Business Curriculum. This is awarded to the senior who maintained the highest academic standing in a business program during four years at the University.

General Excellence in the Education Curriculum. This award is presented to the senior who maintained the highest academic standing in elementary education or physical education during four years at the University.

General Excellence in the Journalism/Mass Communication Curriculum. This award is presented to the senior who maintained the highest academic standing in journalism/mass communication during four years at the University.

General Excellence for a Transfer Student. This award is presented to the senior transfer student who maintained the highest academic standing during their time at the University.

The John J. McNamee Award for General Excellence in the Elementary Education Curriculum.

This is an honor awarded to the senior judged by the faculty of the School of Education to be outstanding in scholarship and achievement in elementary education.

The John J. McNamee Award for General Excellence in the Physical Education Curriculum.

This is an honor awarded to the senior judged by the faculty of the School of Education to be outstanding in scholarship and achievement in physical education.

The Al Nothem Student Teaching Award in Elementary Education

The Al Nothem Student Teaching Award in Physical Education

The Sister Margaret Flynn, O.S.F., Award is given to the outstanding transfer elementary education student.

Senior Theology Award. This is given to the senior who has shown general excellence in theology courses for four years.

The Boyd Litzinger Award is awarded to the senior who, in the judgment of the Department of English, has done outstanding work in English for four years.

The Sister Mary Anthony Brown Philosophy Award is presented to the senior who has demonstrated general excellence in philosophy courses.

The S.C. Cornelio Award is presented to an outstanding senior who will be attending law school.

The John M. Orland Philosophy Pre-Law Award is to be awarded each year to the graduating senior whose record best demonstrates academic excellence in philosophy of law combined with meritorious service to the Bonaventure community.

The Latin Award is awarded to the sophomore who has done outstanding work in Latin courses for two years.

The Malcolm V.T. Wallace Award for Latin is presented to an outstanding undergraduate in Latin.

The Greek Award is given to the sophomore who, upon recommendation of the Classical Language Department, has accomplished general excellence in Greek.

The Father Roderick Wheeler Award is presented to the outstanding senior history major.

The Jandoli Award for Outstanding Achievement in Print Curriculum is awarded to a senior who, in the judgment of the Russell J. Jandoli School of Journalism and Mass Communication, has excelled in the area of print journalism in an outstanding manner.

The Mark Hellinger Award, established in 1960, is granted annually to the senior in the Russell J. Jandoli School of Journalism and Mass Communication who, in the judgment of the faculty, has demonstrated academic excellence and genuine promise in the area of mass communication and journalism. A monetary award is also given.

The Koop Award for Outstanding Achievement in the Broadcast Curriculum goes to a senior who has excelled in the area of broadcast in an outstanding manner.

The Mosser Award for Outstanding Achievement in the Mass Communication Curriculum goes to a senior who has excelled in the area of mass communication in an outstanding manner.

The Mary A. Hamilton Woman of Promise Award recognizes the Jandoli School of Journalism and Mass Communication female student who has excelled in and out of the classroom,

set an example for peers and demonstrated great promise for success in future endeavors.

The Buffalo News Award is presented to a journalism and mass communication senior who, in the judgment of the faculty, shows aptitude and/or potential for entrepreneurial reporting. A monetary award is also given by the Buffalo News.

The Father Cornelius Welch Award for Achievement in Photography goes to a senior who has excelled in achievements in photography.

The Military Science Award is presented to the senior who, upon the recommendation of the Department of Military Science, demonstrated outstanding leadership and academic excellence in his or her military science courses for four years.

The Instrumental Music Award is given to the senior who has demonstrated general excellence in instrumental musical activities for four years.

The Choral Music Award is given to the senior who has demonstrated general excellence in choral music activities for four years.

The Theater Award is given to the student or students who have demonstrated dedication and excellence in SBU Theater production and the study of theater.

The Visual Arts Award is given to the senior who has demonstrated general excellence in visual arts activities for four years.

The Father Xavier John Seubert Award is given to the senior who has consistently demonstrated academic excellence in the study of art history.

The Biology Award is presented to the biology senior who, upon the recommendation of a departmental committee, demonstrated general academic excellence and specific accomplishment in the field of biology.

The John L. and Leon'e E. Worden Award is given to the Biology or Biochemistry major with the highest cumulative GPA.

The Mathematics Award is given to the senior who, upon the recommendation of the department of mathematics, has demonstrated general excellence in mathematics throughout their undergraduate career.

The Computer Science Achievement Award is given to the senior who, upon the recommendation of the department of computer science, has demonstrated general excellence in computer science for four years.

The Computer Science Service Award is given to the senior who, upon the recommendation of the department of computer science, assisted the department by assuming duties critical to the success of the program.

Pi Delta Phi Award - French Honor Society is given to the senior who has contributed unselfishly to the chapter and has shown general excellence in French.

Modern Language Awards are given to senior majors in French and Spanish who, in the judgment of the department, have shown outstanding achievement in the literature and language of their major.

Sigma Delta Pi Award - Spanish Honor Society is given to the senior who has contributed unselfishly to the chapter and has shown general excellence in Spanish.

The Sigma Pi Sigma Award is granted to the outstanding senior physics major of the graduating class, upon a vote of the department staff.

The Carl Wagner Psychology Honors Award recognizes distinguished participation in the psychology program.

The Alpha Gamma Psi Award is given to the senior psychology major who has shown excellence in course work for four years.

The Political Science Award is given to the outstanding senior majoring in political science.

The Thomas A. Augustine Award, established by Rosella Augustine in memory of her brother, a former faculty member, is presented annually to a major in sociology, history, social science or journalism/mass communication who is recommended by the appointed committee.

American Chemical Society Penn-York Section Excellence in Chemistry Award is given to a senior who has demonstrated general excellence in chemistry.

American Institute of Chemists Award is an award given to the senior who has maintained the highest rank in all the courses offered by the department of chemistry.

The Dr. Pierre R. Bretey Award is presented to a senior student majoring in finance who attains the highest academic standing.

The John G. Watson Award for Business Leadership is given to a senior who has attained a high cumulative academic index in the School of Business and has demonstrated exceptional leadership qualities.

The S. John Guson Award is presented annually to the senior student majoring in accounting who, in the opinion of the faculty has made the greatest contribution to enhancing the program.

The Accounting Excellence Award is given to an outstanding senior majoring in accounting.

The Y.S. Pandit Award is given to a graduating student who, through industry and perseverance, exhibits a sense of responsibility to achieve excellence in the field of business administration and economics.

The New York State Society of CPAs Senior Award of Honor is given to the senior who has achieved outstanding academic distinction in accounting.

The Outstanding Transfer Student in Accounting Award

The Austin Finan Award in Finance is presented to a senior student majoring in finance who shows academic excellence in finance.

The Dr. John H. Burns Award for Excellence in Finance is awarded to a senior who maintains academic excellence in finance during his or her four years at the University and shows a commitment to the Franciscan spirit.

Award for Overall Excellence in Business Information Systems

Award for Overall Excellence in Marketing. The intent of the award is to recognize overall student excellence in marketing. The minimum requirements include senior standing with grade point average above 3.0, both overall and in marketing. The student should have successfully completed at least 45 credit hours at SBU and must show evidence of significant participation in extracurricular activities. The student should not be the recipient of another award for overall excellence in the School of Business.

Award for Overall Excellence in Management. The intent of the award is to recognize overall student excellence in management. The minimum requirements include senior standing with grade point average above 3.0, both overall and in management. The student should have successfully completed at least 45 credit hours at SBU and must show evidence of significant participation in extracurricular activities. The student should not be the recipient of another award for overall excellence in the School of Business.

The HEOP Award is given to the graduating senior who has made a significant contribution to the Higher Education Opportunity Program (HEOP), demonstrated exemplary academic achievement and contributed to the university community.

Academic Policies & Procedures

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

System of Marking (effective September 1990)

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

* Not counted in determining semester or cumulative GPA

** Counted in determining semester or cumulative GPA

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

**** The IP grade is reserved for courses in which the work may extend by design beyond a particular semester. It will be replaced by a suitable grade upon completion of the work.

COURSE WITHDRAWAL GUIDELINES

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

student is prohibited from withdrawing from the class in question. Students who are not engaged in class by the end of the University's add/drop period may be administratively withdrawn from the course.

Academic Probation and Dismissal

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

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

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

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

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

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

B. Academic Dismissal: A student who incurs academic dismissal may not enroll in any division of the University and may not apply for readmission to any division of the University until at least six months have elapsed since the dismissal date and all

requirements to raise the student's cumulative index have been met. The student must attend another institution of higher learning to achieve this.

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

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

1. Students who have completed 23 or fewer credit hours and whose cumulative index is less than 1.70;
2. Students who have completed more than 23, but fewer than 60 credit hours and whose cumulative quality point index is less than 1.85;
3. Students who have completed 60 or more credit hours and whose cumulative quality point index is less than 2.00;
4. Any student who fails three or more courses in a single semester;
5. Any student who has completed two consecutive semesters on probation (excluding summers) and who fails to raise his or her cumulative quality point index to the appropriate level, based on the credits completed as outlined in points 1, 2 and 3 above. Students should note that repeating failed courses during the summer session may raise the cumulative quality point index, but does not remove probationary status for the next semester.

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

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

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

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

The dismissed student and his or her parent/guardian (if applicable) must sign an Academic Intervention Program Pledge to continue enrollment at the University; a signed

AIP Pledge commits the student to weekly academic meetings and classroom attendance. AIP students who violate their pledge are dismissed from the Program. The semester spent in the Academic Intervention Program is considered a probationary semester and all provisions concerning academic progress during Probation, as listed in Section A, apply.

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

Grade Changes

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

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

Examinations

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

Grade Reports

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

Registration

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

Cross-Registration

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

Credit Load

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

Credit Hour Definition

One semester hour of credit will be awarded for:

1. A minimum of 750 minutes of live or recorded instructor-led class time. This includes lectures, discussions and other instructional methodologies, in any combination.
2. A minimum of 1500 minutes of supervised laboratory time.
3. A minimum of 2250 minutes of self-paced laboratory time.
4. An online or hybrid learning experience that equates to an equivalent amount of time in structured learning activities (i.e. learning activities that would normally take place in class such as on-line quizzes, lecture podcasts, synchronous learning activities and discussion boards) but does not include activities such as homework and class preparation that would normally not count toward instructional time.

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

Auditing Courses

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

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

Participation in Study Abroad or Service Trips

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

Changes in Major Field

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

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

Courses of Instruction

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

New Students

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

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

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

Student Leave of Absence

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

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

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

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

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

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

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

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

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

Withdrawal

A student wishing to officially withdraw from the University must begin the withdrawal process at the Registrar's Office by completing the required withdrawal form. Students who are unable to withdraw in person must inform the Registrar's Office in writing. The official withdrawal date is the date that the student begins the school's withdrawal policy at the Registrar's Office or the date that the student otherwise provided official notification. Failure to withdraw officially during the term makes the student liable for failures in courses in progress.

Military Service Withdrawal

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

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

Complete Withdrawal Option (without academic penalty)

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

Early Exam Option

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

Financial Aid

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

Room and Meal Plan

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

Reenrollment

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

Class Attendance and Absences

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

University Policy on Academic Honesty

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

The Pass-Fail Option

The intent of this option is to allow the full-time undergraduate students to broaden their educational experience beyond the limits which their particular course of study might impose, without undue fear of academic penalty. For traditional 15- week courses eligible students may exercise this option by submitting to the Registrar's office a completed pass-fail option form between the first day of the semester and the final business day of the third week of classes. For courses of shorter duration the deadline to exercise this option will be the day representing completion of approximately 20% of the class meetings. Only one course during each term may be taken pass-fail, including summer,

with a maximum total of six courses. The pass grade (D- grade or better) will not affect the cumulative index (grade point average). A grade of F will be used in computing the cumulative index.

PASS-FAIL LIMITATIONS

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

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

ADMINISTRATIVE POLICY FOR THE PASS-FAIL OPTION

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

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

Courses Taken at Other Institutions

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

Open Door Policy

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

Visiting Student Program

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

Senior-Graduate Course Work

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

Official Transcripts

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

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

The Family Educational Rights and Privacy Act

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

A. GENERAL PROVISIONS

1. EDUCATION RECORDS. Education records are those records maintained by the University which directly relate to a student. Education records do not include records of instructional, administrative and educational personnel which are in the sole possession of the maker and not accessible to anyone other than a temporary substitute; records of campus security maintained solely for security purposes and accessible only to security personnel; alumni records; and student health records.

2. EXPLANATION OF RECORDS. The University will respond to reasonable requests for explanation or interpretation of education records.

3. FERPA COORDINATOR. The Registrar's office has been designated to coordinate FERPA procedures.

4. RECORDS MAINTAINED BY THE UNIVERSITY. Education records covered by FERPA and maintained by the University are: admissions, personal, academic, and financial files; and academic and placement records.

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

B. REVIEW AND CHALLENGE TO CONTENT OF RECORDS

6. RIGHT TO INSPECT. Except as limited below, students have the right to inspect and review information contained in their education records, to challenge their content, to have a hearing if the outcome of that challenge is unsatisfactory to them, and to submit explanatory statements for inclusion in their education records if the decision of the hearing is against them. Student health records, while not considered education records under this policy, may be reviewed at the student's request by a physician of the student's choosing.

7. LIMITATIONS ON RIGHT TO INSPECT. Education records excepted from the right to inspect and review outlined in paragraph 6 are:

- a) Education records containing information about more than one student, (in which case the University will permit access only to that part of the record which pertains to the inquiring student);
- b) Financial records;
- c) Confidential letters and recommendations placed in the student's file prior to Jan. 1, 1975, that are used solely for the purpose for which they were intended; or
- d) Confidential letters and recommendations placed in the student's file after January 1, 1975, to which the student has freely waived his or her rights of inspection and review in a signed statement, and which are associated with admissions, application for employment, or receipt of honors. If a student has

waived the right of inspection under this section, the University will, upon request, give the student names of persons providing confidential letters of recommendation. A student may prospectively revoke such waiver with a signed statement.

- e) A student in default on any student loan may receive only an “unofficial” transcript until the default status is cleared.

8. PROCEDURES TO REQUEST INSPECTION. Students wishing to review their education records must make written requests to the office of the Registrar listing the item or items of interest. Records covered by FERPA will be made available to a student within 45 days of request. Students may have copies of their records made by the University at the students’ expense and at the price of 10 cents per page. The University will not destroy an education record if there is an outstanding request to inspect it.

9. RIGHT TO CHALLENGE CONTENT OF RECORDS. Students who believe that their education records contain information that is inaccurate or misleading, or is otherwise in violation of their privacy or other rights, may request the University to amend the records through written application to the Registrar. The Registrar will decide within a reasonable period of time whether or not to amend the record as requested. If the University decides not to amend the record, it will inform the student of this decision and of the student’s right to a hearing.

10. RIGHT TO A HEARING. A student’s request for the hearing provided for in Paragraph 9 must be made in writing to the Vice President for Academic Affairs who, within a reasonable period of time after receiving such request, will inform the student of the date, place and time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of the student’s choice, including an attorney, at the student’s expense. The panel which will decide such hearings will be composed of three administrators who have no direct interest in the outcome of the hearing (the “Panel”) appointed by the Vice President for Academic Affairs. Decisions of the Panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The education records will be corrected or amended in accordance with the decisions of the Panel if the decision is in favor of the student, and the student will be so informed in writing. If the decision is against the student, the student may place a statement in the education records commenting on the information in the records, or setting forth any reasons for disagreeing with the decisions of the Panel. This statement will be maintained as part of the education records, and released whenever the records in question are disclosed.

C. DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

11. DISCLOSURE. Personally Identifiable Information is any information which would make the student’s identity easily traceable. Except as such disclosure is permitted by law, no one outside the University shall have access to, nor will the University disclose, such information from a student’s education records without the signed written consent of the student specifying: the records which may be disclosed, the purpose of the disclosed and the identity of the parties to whom disclosure is made. Under FERPA disclosure absent consent is permitted: a) To personnel within the University whom the University has determined have legitimate educational interest in the information. Only

those employees of the University, individually or collectively, acting in the students' educational interests are allowed access to student education records. These employees include specific personnel in the offices of finance, financial aid, provost, student life, admissions, registrar and athletics.

All on a need-to-know basis:

- a) To officials of other institutions in which students seek to enroll;
- b) To authorized representatives of federal, state or local government requesting access to the educational records in connection with an audit or evaluation of federal- or state-supported educational programs, or for the enforcement of or compliance with federal legal requirements which relate to those programs;
- c) To persons or organizations providing student financial aid which the student has received, or for which the student has applied, provided that the information requested is necessary to determine eligibility for aid, the amount of aid, the conditions for aid or to enforce the terms and conditions of the aid;
- d) To organizations conducting studies for the University to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, provided that this information may be used only by such organization and will be destroyed when no longer needed;
- e) To accrediting agencies carrying out their accreditation function;
- f) To persons in compliance with a judicial order or lawfully issued subpoena, provided that in advance of compliance, the University will make a good-faith effort to notify the student of the order or subpoena; and
- g) To persons in an emergency in order to protect the health or safety of students or other persons.

12. DIRECTORY INFORMATION. "Directory Information" is information contained in a student's education record which would not generally be considered harmful or an invasion of privacy if disclosed. The University has designated the following types of information as directory information: student name, permanent and college addresses, telephone numbers, e-mail address, photograph, Commencement video, date and place of birth, major field of study, dates of attendance, part- or fulltime enrollment status, degrees and awards received, and most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

13. DISCLOSURE OF DIRECTORY INFORMATION. Under FERPA, directory information may be disclosed by the University for any purpose at its discretion. Currently enrolled students may withhold disclosure of any or all directory information pertaining to them by notifying the Registrar in writing no later than five (5) days after the first day of class in the fall semester to this effect. Requests for non-disclosure will be honored by the University for only one academic year; therefore, requests to withhold directory information must be filed annually.

14. DISCLOSURE RECORDS. The University will maintain a record of each request for access to and each disclosure of personally identifiable information from a student's education record, unless the request is from the student, University personnel, or a person with consent, or is for student directory information. This record will include the name of the party requesting the information and their interest in it. This record will be maintained with the student's education records.

D. COMPLAINTS

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

Changes in University Regulations

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

Academic Services

Disability Support Services

Teaching and Learning Center • 26 Doyle Hall • 716-375-2065

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

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

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

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

visual and hearing impairments, and physical disabilities. Based on this documentation and an in-person interview with the student the Coordinator of Disability Support Services (DSS) determines appropriate accommodations.

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

All disability information is treated confidentially.

Teaching and Learning Center

Room 26, Doyle Hall • 716-375-2066

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

Career and Professional Readiness Center

Room 231, Reilly Center • 716-375-2384

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

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

International Studies

Reilly Center 221B
716-375-2574

The Office of International Studies includes international student advisement, study abroad programs and the Washington Semester.

International Student Advisement

International student advisement provides a full range of services for accepted students, including planning and preparing to come to the United States. The Office of International Studies issues the I-20 form and maintains contact with students prior to arrival.

Students are provided with personal, academic, financial and employment advisement. The director of international studies is responsible for international students maintaining F-1 student status, as well as implementing University U.S. immigration regulations. All immigration-related petitions are filed through the Office of International Studies.

Study Abroad Program

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

Options are available in all majors, some including internships, work/study and service learning. Grades and credits earned during study abroad are applied to SBU transcripts.

Federal financial aid can be applied towards a study abroad experience; however, students holding institutional or certain endowed scholarships or grants will be unable to use these to fund the cost of their study-abroad program. For more information, students and parents should contact the Office of International Studies at 716-375-2574 or asayegh@sbu.edu.

Study abroad opportunities open to students through the University's membership in CCIS (College Consortium for International Studies) include:

Australia	Dominican Republic	Japan	Switzerland
Austria	Ecuador	Mexico	Turkey
Belize	England	Morocco	
Canada	France	Namibia	
Chile	Germany	New Zealand	
China	Ghana	Northern Ireland	
Costa Rica	Greece	Peru	
Czech Republic	India	Russia	
Denmark	Ireland	Scotland	
	Italy	Spain	

Additional program information is available at: www.sbu.edu/intstudies. Further, St. Bonaventure sponsors these programs nationally:

Australia	Gold Coast	Bond University
Australia	Melbourne	Swinburne University of Technology
Australia	Newcastle	University of Newcastle
Australia	Sydney	International College of Management
Australia	Sydney	Macquarie University
Ireland	Limerick	University of Limerick
Ireland	Galway	National University of Ireland
Ireland	Maynooth	National University of Ireland
New Zealand	Canterbury	Lincoln University
Northern Ireland	Belfast	Queen's University
Spain	Seville	University of Seville
Switzerland	Lugano	Franklin College

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

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

WASHINGTON SEMESTER

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

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

Degree Requirements

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

DEGREE REQUIREMENTS

	<i>Total Credit Hours</i>
Clare College*	
A. CLAR 101 The Intellectual Journey	3
B. CLAR 110/111 Composition & Critical Thinking	6
C. Core Area Courses	25
CLAR 103 Foundations of the Western World (3)	
CLAR 105 Inquiry in the Social World (3)	
CLAR 206 Foundational Religious Texts of the Western World (3)	
CLAR 207 The Catholic-Franciscan Heritage (3)	
CLAR 208 World Views (3)	
CLAR 209 Literature and the Arts (3)	
CLAR 302 Inquiry in the Natural World (4)	
CLAR 304 The Good Life (3)	
D. Quantitative Reasoning (Course determined by the department)	3
E. CLAR 401 Univ. Forum	<u>2</u>
	39
Major	30+
<i>(See individual department listings)</i>	
Other School, Major, Minor or General Elective Requirements	<u>51</u>
Total credits required for graduation	120

*For the 2013-2014 academic year, the following courses will also fulfill Clare College requirements as indicated below. If the course is needed to fulfill a major requirement, the student's academic adviser should be consulted.

The following courses also fulfill the **CLAR 103. Foundations of the Western World** requirement:

- CULT 101. Greek Civilization
- CULT 102. Roman Civilization
- HIST 101. Europe to 1815
- HIST 102. Europe since 1815
- HIST 201. U.S. History to 1865
- HIST 202. U.S. History Since 1865

The following courses also fulfill the **CLAR 105. Inquiry in the Social World** requirement:

- POLS 102. American Politics
- PSYC 101. An Introduction to Psychology
- SOC 101. Introductory Sociology
- ECO 101. Microeconomic Principles
- ECO 102. Macroeconomic Principles

The following courses also fulfill the **CLAR 208. World Views** requirement:

- HIST 360. World History to 1450
- HIST 361. World History since 1450
- IS 101. Introduction to International Studies
- ML 300. Introduction to Cross Cultural Communication

The following courses also fulfill the **CLAR 209 Literature and the Arts** requirement:

- MU 111. Understanding Music
- THTR 101. Introduction to the Theater
- VA 101. Arts and Its Appreciation
- EDU 325. Literature for Elementary Grades
- ENG 220. American Literature I
- CULT 103. Greek and Roman Mythology

Basic Military Science is optional for all students during the first four semesters. A maximum of eight military science or general electives transferred in may apply toward the requirement for a degree.

Clare College

The academic foundation for all students of St. Bonaventure University is offered through the required core program of Clare College, which has its roots in the traditional liberal arts and sciences and is informed by the Catholic and Franciscan intellectual heritage. Its aim is to guide students along an intellectual journey that explores a larger context for their personal, professional and civic lives. The core program offers students a common educational experience that crosses disciplines and aims toward an integration guided by a dialogue with Bonaventure's intellectual vision. Students will examine critically their own cultural assumptions and will be encouraged to explore openly and fairly other perspectives and cultures. This deepening appreciation of their own heritage and sensitive openness to alternative frameworks should prepare students to take their place as thinking, moral individuals in the emerging global community.

The goals of the core curriculum of Clare College are:

1. To promote an understanding of the major achievements and the modes of inquiry that have contributed to the intellectual and aesthetic development of Western culture.
2. To pursue answers to ultimate questions regarding the nature of God, persons, and the world with particular reference to the Catholic and Franciscan traditions.
3. To advance and encourage intelligent, principled and personal participation in the moral conversation and the practical dilemmas of a globalized society.
4. To promote and encourage an appreciation of other cultures and traditions as authentic expressions of what it means to be human.
5. To identify and address the past, present and future challenges confronting humanity.

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

Majors

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

Arts

Art History
 Classical Languages
 English
 History
 International Studies
 Modern Languages
 • French or Spanish
 Music
 Philosophy
 Political Science
 Psychology
 Sociology
 Theater
 Theology
 Visual Arts
 Women's Studies

Sciences

Biology
 Biochemistry
 Bioinformatics
 Chemistry
 Computer Science
 Mathematics
 Physics
 Psychology

Business

Accounting
 Finance
 Management
 Marketing

J/MC

Journalism/Mass Comm.
 Strategic Communication
 and Digital Media

Education

Childhood Studies
 Elementary Education
 Elem./Early Childhood
 Elementary/Children
 with Disabilities
 Physical Education
 Sport Studies

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

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

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

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

Double Majors

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

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

Individualized Majors

Undergraduate students with clearly defined academic or career objectives have the opportunity to create a tailored degree program for a major not available from the majors listed on page 66.

An interested student must have, at the time of application, completed a minimum of 15 credits at St. Bonaventure University, be in good academic standing and have at least 45 credit hours remaining to complete the proposed degree requirements.

The degree requirements for the Individualized Major must:

1. Include at least 120 total credit hours
2. Include at least 30 credit hours, but not more than 51 credit hours, in the major with the following additional requirements:
 - a. At least 12 credit hours in the major must be at the 300-level or above
 - b. The major must include a 3-credit capstone experience.
3. Satisfy all of the Clare College core curriculum requirements (including a quantitative reasoning course)
4. Satisfy the University requirements appropriate to the area of study and degree proposed (e.g. language requirement).
5. Meet the requirements for the degree proposed (BBA, BA, BS) in accordance with the applicable New York State requirements (Chapter 1 of Title 8, section 3.4.7).

The proposal should be developed in conjunction with both a primary and secondary adviser, selected from the University's full-time faculty. The proposal submission should include a student-written narrative explaining the rationale for the proposed

Individualized Major, the learning outcomes to be achieved, the rationale for the courses composing the major and a proposed title for the major. The proposal must be approved by the primary and secondary advisers, the Dean of the major school and the Provost and Vice President for Academic Affairs. The degree will be awarded from the School of the University in which the greatest number of major credits will be completed.

Once approved the documentation will be forwarded to the Registrar's Office and will constitute the student's official approved major program of study. Any changes to the approved major requirements will require the same approvals as the original proposal. Approved changes may be documented either through formal changes to the approved program proposal or via the established course substitution process.

To earn the Individualized Major degree the student must satisfactorily complete all the approved degree and course requirements and achieve a minimum cumulative GPA of 2.0 and a minimum major GPA of 2.0.

Minors

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

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

Students may obtain minors in the following areas:

Accounting	Greek	Political Science
Applied Ethics	History	Psychology
Arabic Studies	International Business	Quantitative Analysis for Business
Art History	International Studies	Secondary Education
Biology	Journalism/Mass Comm.	Social Work
Business Administration	Latin	Sociology
Chemistry	Law and Society	Spanish
Classical Languages	Management	Sports Management
Computer Science	Marketing	Theology
Criminology	Mathematics	Theater
Economics	Music	Visual Arts
English	Nonviolence	Women's Studies
Finance	Philosophy	
Franciscan Studies	Philosophy of Law	
French	Physics	

Dual Bachelor's/Master's Programs

For especially well-qualified students, special programs make it possible to earn both the bachelor's and master's degrees in less time than normally would be required to complete both. Programs are available in accounting (BBA/MBA), English (BA/MA), English/business (BA/MBA), physics/business (BS/MBA) and journalism/integrated marketing communication (BA/MA). Interested students should contact their undergraduate department chair or Dean of Graduate Studies no later than the sophomore year for information.

4+1 Programs

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

Residence Requirement

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

1. The final 30 credit hours for the degree;
2. At least half of the number of major courses; and
3. No fewer than 45 undergraduate credit hours at SBU.

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

Application for Graduation

Candidates for degrees must apply for graduation by completing the official Application Form furnished by the Registrar during the last semester of study of their senior year. Failure to do so may delay certification of their degree and procurement of their diplomas.

Commencement Attendance Policy

1. Following the fall semester, all senior records will be evaluated. Students who have a 2.00 overall G.P.A., a 2.00 in their major, and who have registered for the courses needed to complete degree requirements may be permitted to participate in the Commencement exercises.
2. If a student does not have a 2.00 overall G.P.A. or a 2.00 in the student's major or is not registered for the courses needed to complete degree requirements, the student will be informed in writing in January that participation in the Commencement exercises will be permitted only if the deficiency(ies) is (are) cleared through course work taken in the spring semester.

3. If a student ultimately fails to satisfy any degree requirements, the student may petition to receive a “blank” rather than a diploma. Petitions must be made to the Registrar.

Candidates for degrees should be present at Commencement. One who is unable to attend should inform the Registrar at least one week prior to the ceremony and, to avoid the penalty, request permission to receive the degree in absentia.

Comprehensive Examinations

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

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

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

Honors Program

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

Requirements for Enrollment in the Honors Program:

- Incoming students must have a combined SAT score of 1200 (math plus verbal) and a high school average of 90.
- Enrolled students must maintain cumulative GPAs of 3.25 each semester. Reviews of Honors student GPAs begin after the students have completed their first semesters at St. Bonaventure University and continue after each completed semester thereafter.
- Enrolled students must maintain a cumulative GPA of 3.25 each semester. Review of Honors student GPA will begin after the student has completed two semesters at St. Bonaventure University and continue after each completed semester thereafter.
- Enrolled students must take at least one Honors-designated course a year to maintain their status as Honors students.
- Transfer students must have a cumulative GPA of 3.25 or higher at the institution they are leaving for St. Bonaventure or meet the same standards as incoming students.
- Transfer students will be granted up to 6 transfer credits for Honors courses passed with a grade of B+ or higher, subject to the approval of the Director of the Honors Program.

Requirements for enrolled students invited to join the Honors Program:

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

Policies for Suspension and Dismissal from the Honors Program:

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

Honors Degree

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

Six (6) honors courses ...

- TWO must be honors sections of Core Area Courses that are designated by an "H" following the course number.
- TWO must be honors seminars bearing the HON prefix (other than HON 401).
- ONE must be the Advanced Honors Seminar. HON 401 is offered annually in the spring. Topics vary. Typically students should take this course in their junior year. If not, 401 must be taken during the senior year
- The remaining ONE course can be an honors seminar, an honors section of Clare courses, or a course bearing honors credit in the disciplines.

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

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

** These requirements apply to students entering St. Bonaventure University after the 2007/2008 academic year.*

School of Arts and Sciences

Dr. Dan Danahar, Ph.D., Interim Dean

Sharon Godfrey, Administrative Assistant to the Dean

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

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

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

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

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

DEPARTMENT OF BIOLOGY

Xiao-Ning, Ph.D., Department Chair

Department Faculty: J. Benington, Ph.D.; T. Georgian, Ph.D.; D. Guarnieri, Ph.D.;
S. Jodush, M.S.; R. Knittel, M.S.; J. Miller, M.S.; R. Ranjun, Ph.D.;
Fr. P. Schneible, O.F.M., Ph.D.; J. Schwingel, Ph.D.; S. Tarun, Ph.D.; K. Vogel, M.S.; X. Zhang, Ph.D.

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

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

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

DR. ARNOLD T. BORER SUMMER RESEARCH PROGRAM

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Biology.....	34	Biology 105/106.....	8
Core Area Courses.....	36	Biology 291.....	3
Foreign Language*	3	Biology 292.....	3
Mathematics.....	7-8	Biology 293.....	1
Chemistry.....	16	Biology 399.....	1
Physics.....	8	Biology 456-457	0
Electives	<u>15-16</u>	Biology Electives.....	18
Total	120		

The electives must be chosen from among the following:

BIO 210, 294, 318**, 319**, 321, 331,
332, 341, 350, 362, 371, 390, 403, 406,
418**, 419**, 466, 472, 490

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

**A maximum of 6 credit hours of Research Participation courses may be counted as elective credit towards the Biology major.

MINOR

For non-majors, the following courses constitute a minor: BIO/BIOL 101 or 105, BIO/BIOL 106, BIO 291 and 9-10 credits of approved electives in the fields of Anatomy and Physiology, Ecology and Evolution, and other categories. Please see the Biology-Minor declaration form for specific details. It is available from your academic adviser. A minimum of three courses in the minor must be taken at St. Bonaventure University.

BACHELOR OF SCIENCE WITH A MAJOR IN BIOLOGY

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
Biology 105	4	Biology 106	4
Chemistry 101-101L	4	Chemistry 102-102L	4
Foreign Language 201*/Elective	3	Foreign Language 202*	3
Intellectual Journey	<u>3</u>	Mathematics 151	<u>4</u>
	14		15
SECOND YEAR			
Biology 291	3	Biology 292	3
Chemistry 301-301L	4	Biology 293	1
Mathematics 117 or 152 **	3-4	Chemistry 302-302L	4
Composition and Critical Thinking	3	Composition and Critical Thinking	3
Core Area Course	<u>3</u>	Core Area Course	<u>3</u>
	16-17		14
THIRD YEAR			
Biology Elective	3	Biology Elective	3
Biology 399	1	Physics 104-104L	4
Physics 103-103L	4	Core Area Courses	<u>2</u>
Core Area Courses	<u>6</u>		16
	14		
FOURTH YEAR			
Biology 456	0	Biology 457	0
Biology Electives	6	Biology Electives	6
Core Area Courses	3	General Electives	<u>9-10</u>
General Elective	3		15-16
University Forum	<u>2</u>		
	14		

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

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

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN BIOCHEMISTRY

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

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

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Biology.....	33	Biology 105/106.....	8
Chemistry.....	27	Biology 291.....	3
Mathematics.....	11	Biology 321.....	3
Physics.....	8	Biology 371.....	4
Foreign Language*	3	Biology 418.....	2
General Electives.....	2	Biology 419.....	2
Core Area Courses.....	36	Biology 460.....	1
	Total 120	Biology 466.....	4
		Biology 472.....	3
		Biology Electives.....	3

The electives must be chosen from among the following:

BIO 210, 294, 318, 319, 321, 331, 332, 341, 350, 362, 390, 403, 406

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

FIRST YEAR			
<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
Biology 105	4	Biology 106	4
Chemistry 101-101L	4	Chemistry 102-102L	4
Mathematics 151	4	Mathematics 152	4
Composition and Critical Thinking	<u>3</u>	Foreign Language 202*	3
	15	Intellectual Journey	<u>3</u>
			18
SECOND YEAR			
Biology 291	3	Math 252	3
Chemistry 301-301L	4	Chemistry 201-201L	4
Composition and Critical Thinking	3	Chemistry 302-302L	4
Core Area Course	<u>7</u>	Core Area Course	<u>6</u>
	17		17
THIRD YEAR			
Biology 371	4	Biology 466	4
Biology 321	3	Physics 104-104L	4
Physics 103-103L	4	Core Area Courses	6
Core Area Courses	<u>3</u>	Biology Elective	3
	14		17
FOURTH YEAR			
Biology 418	2	Biology 419	2
General Elective	2	Chemistry 470	3
Chemistry 401-401L	4	Biology 472	3
Core Area Courses	3	Core Area Courses	3
University Forum	2	Biology 460	1
	13		12

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

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

DEPARTMENT OF CHEMISTRY

David G. Hilmey, Ph.D., Department Chair

Department Faculty: K. Arumugam, Ph.D.; D. Brestensky, Ph.D.; J. Godbout, Ph.D.;
D. Hilmey, Ph.D.; P. Schneider, M.A.; L. Wier, Ph.D.

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

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

Please note that lectures and labs are separate courses.

REQUIREMENTS

<i>Credits</i>	<i>Credits</i>
Chemistry.....35	Chemistry 101, 102, 101L, 102L8
Mathematics.....15	Chemistry 201, 201L4
Physics.....8	Chemistry 301, 302, 301L, 302L8
Core Area Courses36	Chemistry 401, 402, 401L, 402L8
Foreign Language*3	Chemistry 431, 431L4
Electives <u>23</u>	Chemistry 441.....3
Total120	Chemistry 427.....0

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

MINOR

For non-majors, the following courses constitute a minor: CHEM 101, 101L, 102, 102L, 201, 201L, 301, 301L, 302, and 401.

BACHELOR OF SCIENCE WITH A MAJOR IN CHEMISTRY

FIRST YEAR

<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
Chemistry 101-101L	4	Chemistry 102-102L	4
Mathematics 151	4	Mathematics 152	4
Intellectual Journey	3	Foreign Language 202*	3
Foreign Language 201/Elective	3	Composition and Critical Thinking II	3
Composition and Critical Thinking I	<u>3</u>	Elective	<u>3</u>
	17		17

SECOND YEAR

Chemistry 301-301L	4	Chemistry 201-201L	4
Mathematics 251	4	Chemistry 302-302L	4
Core Area Course	3	Physics 104-104L	4
Physics 103-103L	<u>4</u>	Mathematics 252	<u>3</u>
	15		15

THIRD/FOURTH YEARS

Chemistry 441**	3	Chemistry 402-402L**	4
Chemistry 401-401L**	4	Chemistry 427	0
Chemistry 431-431L**	4	Electives	14
Core Area Courses	10	Core Area Courses	<u>9</u>
Electives	6		27
University Forum	<u>2</u>		
	29		

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

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

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

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

DEPARTMENT OF CLASSICAL LANGUAGES

Jeff White, Ph.D., Department Chair

Department Faculty: D. Matz, Ph.D.; J. White, Ph.D.

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

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

The student who chooses to major in classics should, at the completion of all courses, have acquired a knowledge of classical mythology, history, literature and art, in addition to a general liberal arts education. The advanced courses are also available as electives to students concentrating in other areas, and are intended to provide such students with a balanced education.

REQUIREMENTS FOR A MAJOR IN LATIN OR GREEK

	<i>Credits</i>		<i>Credits</i>
Latin or Greek	30	Core Area Courses	25
Modern Language	6	Composition & Critical Thinking.....	6
Intellectual Journey.....	3	English.....	6
University Forum.....	2	History	6
Quantitative Reasoning.....	3	CULT 101-102	6
		Electives	<u>27</u>
		Total	120

At least 24 hours of advanced work. Courses listed 300 and above are considered advanced. Latin 403-4 and 409-10 are required for a major in Latin. Greek 403-404 and 405-406 are required for a major in Greek.

Ancient Language(s) B.A. Degrees (Greek, Latin, Latin & Greek) require written and oral comprehensive examinations.

REQUIREMENTS FOR A COMPOSITE MAJOR IN CLASSICAL LANGUAGES

	<i>Credits</i>		<i>Credits</i>
Classical Languages.....	30	Latin*	18
<i>Other requirements are the same as listed above.</i>		Greek	12
		or	
		Greek*	18
		Latin	12

BACHELOR OF ARTS WITH A MAJOR IN CLASSICAL LANGUAGES

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Intellectual Journey.....	3	Core Area Course.....	3
Composition & Critical Thinking.....	3	Composition & Critical Thinking.....	3
History 101.....	3	History 102.....	3
Modern Language 101/201.....	3	Modern Language 102/202.....	3
Latin 201.....	<u>3</u>	Latin 202.....	<u>3</u>
Total 15		Total 15	

SECOND YEAR

English.....	3	English.....	3
Elective.....	3	Core Area Course.....	4
Core Area Course.....	3	Latin.....	3
Latin.....	3	Electives.....	<u>6</u>
Quantitative Reasoning.....	<u>3</u>	Total 16	
Total 15			

THIRD YEAR

Latin.....	3	Latin.....	3
Core Area Course.....	3	Electives.....	9
CULT 101.....	3	Core Area Course.....	<u>3</u>
Electives.....	<u>6</u>	Total 15	
Total 15			

FOURTH YEAR

Latin 403.....	1	Latin 404.....	1
Latin.....	3	Latin.....	3
Latin 409.....	2	Latin 410.....	2
Core Area Course.....	3	Elective.....	3
CULT 102.....	3	Core Area Courses.....	<u>6</u>
University Forum.....	<u>2</u>	Total 15	
Total 14			

Specimen schedule for Latin major (only): Greek and Latin/Greek (or Classics) major schedules similarly arranged under departmental guidance.

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

The comprehensive requirements for classical studies majors includes a departmental oral and written examination.

MINOR

For non-major, the following courses constitute a minor: Classical Culture: CULT 101, 102, 103, LAT/GRK 101 and 102, and two approved electives from CULT 201, 202, 205 or 206.

Greek: GRK 101, 102, 201, 306 and two approved electives from 202, 301, 401 or 402.

Latin: LAT 101, 102, 201, 202 and two approved electives from 301, 303, 307, 308, 310, 311, 314 or 401.

DEPARTMENT OF COMPUTER SCIENCE

Steven K. Andrianoff, Ph.D., Chair

Department Faculty: S. Andrianoff, Ph.D.; A. Foerst, Dr.theol.; D. Hunkins, Ph.D.; D. Levine, Ph.D.

The computer science major prepares students for entry-level software engineering, networking, database application development, and web administration positions as well as for advanced study at the graduate level. Most graduates enter the workforce as computer professionals upon graduation; one or two per year elect to pursue study at the graduate level.

The department follows the Association for Computing Machinery's guidelines for undergraduate computer science education. The first two courses introduce object-oriented programming using Java. The third course focuses on computer organization and how programs are executed on hardware. The fourth course introduces some of the major trends in software development.

The department offers a variety of upper-division courses that permits students to explore different areas of the discipline and to find the ones in which they are most interested. Upper-division course offerings include courses in the areas of web development, database systems, computer networks, computer graphics, user interface design, artificial intelligence, robotics, and operating systems, among others.

The department maintains two computer labs to support the curriculum. The Software Development Laboratory supports the first three courses in the major sequence and two upper-division courses.

The Undergraduate Robotics Laboratory is a combined Windows and Linux lab that supports several upper-division courses, including Artificial Intelligence, Operating Systems, Computer Networks, and Robotics and Computer Vision. The lab, funded in part by grants from the National Science Foundation and George I. Alden Trust, includes four Khepera® miniature robots and one life-size, PeopleBot® robot. The department maintains an independent web server to support instruction and several other servers on its own subnet of the university's network.

Areas of faculty research include computer graphics, data-driven applications, robotics, object-oriented design methodologies, algorithm design, and computer science education. Students often participate in research projects with faculty supervision. Students have co-authored papers with faculty members and have developed some of the courseware currently used in the undergraduate curriculum.

REQUIREMENTS

Computer Science.....	37-40	Intellectual Journey.....	3
131, 132, 231, 234, 331, 333, 490, one		University Forum.....	2
three-credit course numbered 491 or		Core Area Courses.....	25
higher, and three electives*		Composition & Critical Thinking.....	6
Mathematics.....	10	Foreign Language**.....	3
151, 207, 208		Electives	<u>31-34</u>
		Total	120

*All three electives must be computer science courses between 240 and 380. CS 101 may count as an elective only if taken before CS 131. It is strongly recommended that majors complete five electives. With the permission of the student's adviser and the department chair, one of the electives may be fulfilled by a course offered by a department other than Computer Science that has been approved by the department. Approved courses currently are Mathematics 431 and 432 and Physics 451.

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

MINOR

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN COMPUTER SCIENCE

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Computer Science 131.....	4	Computer Science 132.....	4
Intellectual Journey/Calculus I.....	3-4	Foreign Language.....	3
Composition & Critical Thinking I.....	3	Composition & Critical Thinking II.....	3
Foreign Language/Elective.....	3	Discrete Mathematics I.....	3
University 101.....	<u>1</u>	Intellectual Journey/Clare course.....	<u>3</u>
	Total 14-15		Total 16

SECOND YEAR

Computer Science 231.....	4	Computer Science 234.....	4
Elective.....	3	Calculus I/Clare course.....	3-4
Core Area Course.....	3	Core Area Course.....	3
Discrete Mathematics II.....	3	Electives.....	<u>6</u>
	Total 13		Total 16-17

THIRD YEAR

Computer Science 333.....	3	Computer Science 331.....	3
Computer Science Elective.....	3	Computer Science Elective.....	3
Core Area Courses.....	7	Core Area Course.....	3
Electives.....	2	Electives*.....	<u>6</u>
	Total 15		Total 15

FOURTH YEAR

Computer Science 490.....	3	Computer Science 491/492/495	3
Core Area Course.....	3	Computer Science Elective.....	3
Electives	7	Core Area Course.....	3
University Forum.....	<u>2</u>	Electives	<u>6</u>
	Total 15		Total 15

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

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

DEPARTMENT OF ENGLISH

Patrick Panzarella, Ph.D., Department Chair

Department Faculty: D. Ellis, Ph.D.; K. Harris, Ph.D.; M. King, Ph.D.; L. Matz, Ph.D.;
P. Panzarella, Ph.D.; T. Schrems, M.A.; R. Simpson, Ph.D.; M. Walsh, Ph.D.; R. Walsh, M.A.

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

REQUIREMENTS

<i>Credits</i>	<i>Credits</i>
English30	Quantitative Reasoning*** 3
History* 6	Core Area Courses 25
Foreign Language**3-12	Composition & Critical Thinking..... 6
Intellectual Journey.....3	Electives <u>33-42</u>
University Forum.....2	Total 120

*Recommended History 101-2 or 201-2.

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

***To fulfill the quantitative reasoning requirement the English Department recommends Math 145.

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

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

MINOR

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

BACHELOR OF ARTS WITH A MAJOR IN ENGLISH

FIRST YEAR

<i>Fall</i> Credits	<i>Spring</i> Credits
Composition & Critical Thinking 3	History* 3
English 103 3	Foreign Language/Elective** 3
English 203 3	Composition & Critical Thinking..... 3
Language**/Elective 3	English 204 3
Intellectual Journey..... <u>3</u>	Core Area Course <u>4</u>
Total 15	Total 16

SECOND YEAR

English 220 3	Foreign Language/Elective** 3
Foreign Language/Elective** 3	Core Area Course 3
History* 3	Quantitative Reasoning..... 3
Elective 3	English 221 3
Core Area Course..... <u>3</u>	Elective <u>3</u>
Total 15	Total 15

THIRD YEAR

Elective 1	English Elective 3
English Electives 6	Core Area Course 3
Core Area Courses <u>6</u>	Electives <u>9</u>
Total 15	Total 15

FOURTH YEAR

English Elective 3	English Electives 6
Core Area Course..... 3	Core Area Course 3
Electives 6	Electives <u>6</u>
University Forum..... <u>2</u>	Total 15
Total 14	

*Recommended History 101-2 or 201-2.

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

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

ENVIRONMENTAL SCIENCE PROGRAM

Theodore J. Georgian Jr., Ph.D., Program Director

Faculty: T. Georgian, Ph.D.; J. Kiefer, Ph.D.; R. Knittel, M.S.

The environmental science program is designed to prepare students for entry-level positions in the environmental and ecological field. In addition, because of the comprehensive nature of the program, graduates would be well prepared to enter graduate school in environmental science, environmental design or environmental law.

The program draws on the faculties of the departments of biology, chemistry, pre-engineering and physics as well as faculty directly associated with the environmental science program. The thrust of the course of study is to give graduates the in-depth knowledge and skills that he/she will need to function as an environmental scientist. The environmental science program is by nature an interdisciplinary program reflecting the organization of knowledge in this discipline. Graduates must be prepared to take a multidisciplinary approach to solving problems when dealing with issues in the real world. That multidisciplinary approach is evidenced in the distribution requirements of this program.

An interesting feature of the program is the requirement that each student do a formal internship through the mechanism of the course Environmental Internship (ES-404). In this course, students will be interned to a government agency or private firm in order to complete a project mutually beneficial to the agency and the student.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Biology.....	34	Biology 105/106	8
Intellectual Journey.....	3	Biology 291	3
University Forum.....	2	Biology 292	3
Core Area Courses	25	Biology 293	1
Composition & Critical Thinking	6	Biology 399	1
Foreign Language*	3	Biology 456-457.....	0
Mathematics.....	7-8	Biology Electives.....	18
Chemistry.....	16	The electives must be chosen from	
Physics.....	8	among the following:	
Electives	<u>15-16</u>	BIO 210, 294, 318**, 319**, 321, 331, 332,	
Total	120	341, 350, 362, 371, 390, 403, 406, 418**, 419**, 466, 472, 490	

BACHELOR OF SCIENCE WITH A MAJOR IN ENVIRONMENTAL SCIENCE

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Biology 105	4	Biology 106	4
Chemistry 101-101L	4	Chemistry 102-102L.....	4
Math 151	4	Composition & Critical Thinking.....	3
Intellectual Journey.....	<u>3</u>	Foreign Language 202*	<u>3</u>
Total 15		Total 14	

SECOND YEAR

Geology 116.....	3	Physics 104, 104L	4
Physics 103, 103L.....	4	Math 107	3
Biology 341	3	Chemistry 201, 201L.....	4
Composition & Critical Thinking	3	Clare 302.....	<u>4</u>
Core Area Course.....	<u>3</u>	Total 17	
Total 16			

THIRD YEAR

Chemistry 301, 301L.....	4	Pre-Engineering 103.....	3
Biology 321	3	Environmental Science 402.....	3
Environmental Science 301	3	Core Area Courses	6
Geology 105.....	3	Elective	<u>3</u>
Core Area Course.....	<u>3</u>	Total 15	
Total 16			

FOURTH YEAR

Environmental Science 404	3	Environmental Science 228.....	3
Biology 403	3	Environmental Science 401.....	3
University Forum.....	2	Environmental Science 490.....	1
Core Area Courses	6	Core Area Course.....	3
Elective	<u>3</u>	Elective	<u>3</u>
Total 15		Total 13	

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

DEPARTMENT OF HISTORY

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

Department Faculty: J. Horowitz, Ph.D.; M. Marinari, Ph.D.;
P. Payne, Ph.D.; K. Robbins, Ph.D.; T. Schaeper, Ph.D.

GOALS AND PURPOSES

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

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

REQUIREMENTS

<i>Credits</i>	<i>Credits</i>
History 101, 102 6	Intellectual Journey..... 3
History 201, 202 6	University Forum..... 2
History 200..... 3	Core Area Courses 25
History 491, 492, 498 or 499 3	Composition & Critical Thinking..... 6
History Electives* 18	Quantitative Reasoning..... 3
Classical Culture 101, 102..... 6	Electives <u>36</u>
Foreign Language 202** 3	Total 120

NOTE: History majors are required to take one Intensive course. History 200 and the corresponding introductory course are required before taking an Intensive course. The Intensive course should be taken before History 491/92. Intensive courses are limited to history majors.

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

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

MINOR

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

BACHELOR OF ARTS WITH A MAJOR IN HISTORY

FIRST YEAR

<i>Fall</i> Credits	<i>Spring</i> Credits
Composition & Critical Thinking 3	Intellectual Journey..... 3
Classical Culture 101..... 3	Composition & Critical Thinking..... 3
Language 101/Elective*..... 3	Language 102/Elective*..... 3
History 100..... 3	Classical Culture 102..... 3
History 101..... <u>3</u>	History 102..... <u>3</u>
Total 15	Total 15

SECOND YEAR

Core Area Course..... 4	Electives 3
History 200..... 3	Language 202..... 3
Language 201*/Elective..... 3	Core Area Course 3
Quantitative Reasoning..... 3	History 202..... 3
History 201..... <u>3</u>	History elective..... <u>3</u>
Total 16	Total 15

THIRD YEAR

History Elective 3	Core Area Courses 6
Core Area Course..... 3	History elective..... 3
Electives <u>2</u>	Electives <u>6</u>
Total 15	Total 15

FOURTH YEAR

History Elective 3	History Elective..... 3
Core Area Course..... 3	Core Area Courses 6
Elective 3	History 492/History Elective..... 3
History 491/History Elective..... 3	Elective <u>3</u>
University Forum..... <u>2</u>	Total 15
Total 14	

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

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

COMPREHENSIVE EXAMINATION

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

SPECIAL PROGRAMS

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

The Department of History offers course work and programs that covers a wide range of topics and skills. The department offers numerous internships in area historical societies, museums and archives. Students who plan to become social studies teachers can obtain a B.A. in History and then pursue graduate work toward an M.S.Ed. degree through the School of Education. The M.S. Ed. brings eligibility for permanent certification.

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

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

DEPARTMENT OF MATHEMATICS

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

Department Faculty: D. Cashing, Ph.D.; M. Cox, Ph.D.; C. Hill, Ph.D.;
M. Klucznik, Ph.D.; S. Kwiatkowski, M.A.; C. Leary, M.A.; F. Leary, Ph.D.

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

REQUIREMENTS

<i>Credits</i>	<i>Credits</i>
Mathematics.....37	Mathematics 1514
CS 131, & one of 126, 127, 132 or ENGR 220.....7-8	Mathematics 1524
Foreign Language**3	Mathematics 2073
Core Area Courses36	Mathematics 208 or 3453
Electives <u>36-37</u>	Mathematics 2413
Total 120	Mathematics 2514
	Mathematics 3413
	Mathematics 3513
	Mathematics 4921
	Mathematics 252 or higher*9

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

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

The Senior Comprehensive Requirement is described below. In addition to the mathematics requirements, a student must complete two computer science courses (CS 131, and one of CS 126, CS 127, or CS 132) as well as the language and Clare College requirements.

The Senior Comprehensive Requirement (Math 492) consists of selecting a topic relating to, but beyond the usual scope of, a 300- or 400-level mathematics course, writing a paper on the topic, and then presenting the paper to the mathematics faculty and other mathematics students. The paper and the talk are prepared under the guidance of the faculty member who teaches the course to which the topic relates.

MINOR

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

BACHELOR OF SCIENCE IN MATHEMATICS

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Mathematics 151	4	Mathematics 152	4
Core Area Course	3	Mathematics 207	3
Intellectual Journey.....	3	Computer Science 131.....	4
Composition & Critical Thinking I.....	3	Composition & Critical Thinking II.....	3
Foreign Language/Elective.....	<u>3</u>	Foreign Language/Elective.....	<u>3</u>
	16		17

SECOND YEAR

Mathematics 251	4	Mathematics 241	3
CS 126, 127 or 132 or ENGR 220.....	3-4	Elective	3
Mathematics 208 or 345	3	Core Area Courses	<u>9</u>
Core Area Courses	<u>6</u>		15
	16-17		

THIRD YEAR

Mathematics 341 or 351	3	Mathematics Elective	3
Core Area Courses	7	Electives	<u>12</u>
Elective	<u>3</u>		15
	13		

FOURTH YEAR

Mathematics 351 or 341	3	Mathematics 492	1
Mathematics Elective	3	Mathematics Elective	3
Electives	6	Electives	<u>10-11</u>
University Forum.....	<u>2</u>		14-15
	14		

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

DEPARTMENT OF MILITARY SCIENCE

Alexander R. Zehnder, Lieutenant Colonel, US Army, Department Chair

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

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

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

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

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

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

maximize cadet participation, inspire intellectual curiosity and stimulate self-directed study. Completion of the Advanced Course prepares the cadet for the physical, emotional and intellectual challenges of leadership of the evolving Army in the 21st Century.

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

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

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

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

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

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

DEPARTMENT OF MODERN LANGUAGES AND LITERATURE

Guy F. Imhoff, Ph.D., Department Chair

Department Faculty: M. Calabria, O.F.M., M.A., M.L.S., M.Div.; A. Cellini, Ph.D.; G. Imhoff, Ph.D.; M. Mazón, Ed.D.; L. Simone, Ph.D.

The department offers two types of majors: (a) a major in a single modern language: French or Spanish; (b) a dual major in modern languages, in which the student selects one of the above as the primary language and the other as the secondary language.

Students in modern languages courses acquire fundamental skills in speaking, listening, reading, writing, and cultural literacy. In addition, majors take advanced courses in conversation and composition, literature, and culture and civilization. Non-majors are also free to enroll in the more advanced courses if their language background warrants it. Students may also select a modern language as a minor. Modern language majors are strongly encouraged to spend a semester or year overseas. St. Bonaventure University, through its membership in the College Consortium for International Studies (CCIS), oversees study opportunities in non-English speaking environments. A program of study in Spanish language, liberal arts and business at the International Institute in Seville and the University of Seville is available. A similar program in Italy is also available to qualified students. Program locations are Rome, Florence and Venice. In France three locations, Avignon, Toulon and Aix-en-Provence, offer students the choice of language immersion, business courses or a liberal arts curriculum. One short-term study abroad program is offered in Spain. These programs are offered to non-majors as well.

REQUIREMENTS

SINGLE-LANGUAGE MAJOR	<i>Credits</i>	DUAL-LANGUAGE MAJOR	<i>Credits</i>
French* 30 credits/Spanish33*	33	Modern Language	
Classical or Modern Language**	3-12	Primary Language*	30
Quantitative Reasoning.....	3	Secondary Language.....	24
Core Area Courses	36	Quantitative Reasoning.....	3
Electives	<u>36-48</u>	Core Area Courses	36
Total	120	Electives	<u>27</u>
		Total	120

*Above 102 level.

**All single-language majors must complete a 202 course or higher in a second modern language or they may select Latin or Greek 101 and 102 and the sequence: Culture 201 and 202.

MINOR IN MODERN LANGUAGES AND LITERATURE

For non-majors, 18 credit hours above the 102 level constitute a minor in French or Spanish. A minor must be declared no later than the second semester of the junior year.

MINOR IN ARABIC AND ISLAMIC STUDIES

An 18-credit minor in Arabic and Islamic Studies is available for those students who wish to combine a study of the Arabic language with courses in Islamic religion and culture.

Required Courses:

Intermediate Arabic (ARBC 201/2); Advanced Intermediate Arabic (ARBC 301/2); Islam: Religion and Culture (THEO 203)

One elective drawn from:

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

MINOR IN ITALIAN STUDIES

The 21-credit minor in Italian Studies is being discontinued.

BACHELOR OF ARTS WITH A MAJOR IN MODERN LANGUAGES

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Modern Language	3	Modern Language	3
Elective	3	Elective	3
Core Area Course	3	Core Area Course	3
Elective/Modern or Classical Language ...	3	Elective/Modern or Classical Language...	3
General Elective.....	<u>3</u>	General Elective	<u>3</u>
	15		15

SECOND YEAR

Modern Language	3	Modern Language	3
Elective	3	Elective	3
Composition & Critical Thinking	3	Composition & Critical Thinking.....	3
Intellectual Journey.....	3	Quantitative Reasoning.....	3
Elective/Modern or Classical Language ...	<u>3</u>	Elective/Modern or Classical Language...	<u>3</u>
	15		15

THIRD YEAR

Modern Language	3	Modern Language	3
Modern Language Elective.....	3	Modern Language Elective.....	3
Core Area Courses	7	Core Area Course	3
General Elective.....	<u>3</u>	Electives	<u>6</u>
	16		15

FOURTH YEAR

Modern Language	3	Core Area Course	3
Modern Language	3	Modern Language	3
Core Area Courses	6	Modern Language	3
University Forum.....	<u>2</u>	Electives	<u>6</u>
	14		15

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

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

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

DEPARTMENT OF PHILOSOPHY

Russell Woodruff, Ph.D., Department Chair

Department Faculty: R. Amico, Ph.D.; M. Chiariello, Ph.D.; P. Dooley, Ph.D.; B. Gan, Ph.D.; R. Hughes, Ph.D.; A. Murphy, Ph.D.; S. Nuttall, J.D., Ph.D.; R. Reilly, Ph.D.; D. Tate, Ph.D.

The student can major in philosophy either by completing the requirements of the philosophy major program or the philosophy pre-law program.

1. Philosophy Major Program:

The department offers a major program which serves two different goals. For students who desire to achieve a general liberal arts education and who do not plan to do graduate work in philosophy, courses are selected to enable the student to become a cultured, liberally educated person. For students who plan to do graduate work in philosophy, the department has designated a faculty adviser for pre-professional philosophy. This adviser carefully selects a series of courses and seminars in order to give the students a firm grounding in the discipline and prepare them for acceptance into graduate school.

2. Philosophy Pre-Law Program:

The department offers a philosophy pre-law program for those students interested in philosophy or a general arts education and in pursuing a legal career. It is generally acknowledged that a concentration in philosophy and the other arts provides an appropriate basis for the study of law. The requirements of law schools in the United States have been taken into account in advising a student in the course of study. The philosophy pre-law program includes 30 hours of philosophy and a variety of other courses within other required areas of study.

3. Philosophy Double Majors Program:

The department also offers special advisement to students wishing to pursue the study of philosophy as a second or double major in conjunction with their primary field of study.

REQUIREMENTS: MAJOR IN PHILOSOPHY

	<i>Credits</i>		<i>Credits</i>
Philosophy	30	Philosophy 102	3
General Electives.....	48	Philosophy 210	3
Foreign Language*	3	Philosophy 312	3
Quantitative Reasoning.....	3	Philosophy 404.....	3
Core Area Courses	<u>36</u>	Philosophy 407	3
	Total 120	Philosophy 498**	3
		Philosophy Electives (4)**	12

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

** Educational Philosophy is not accepted as a philosophy elective. A senior thesis is also required. Seniors must register for three credits of 498 in the fall semester of senior year.

REQUIREMENTS: PHILOSOPHY PRE-LAW PROGRAM

<i>Credits</i>		<i>Credits</i>	
Philosophy	30	Philosophy 102	3
Foreign Language*	3	Philosophy 210	3
General Electives**	39	Philosophy 312	3
Business Sequence***	9	Philosophy 325	3
Quantitative Reasoning.....	3	Philosophy 326	3
Core Area Courses	<u>36</u>	Philosophy 327	3
Total	120	Philosophy 404	3
		Philosophy 407	3
		Philosophy 498	3
		Philosophy Elective.....	3

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

**Psychology 101, Sociology 101, Political Science 101, 102 and 420 recommended.

***ECO 101 or 102, ACCT 201, and BLX 210 required.

MINOR

The department also offers a minor in philosophy designed to meet the needs of students from other departments who plan either professional careers in business, medicine or the law or have an interest in the study of philosophy and seek to study it further. The minors are in applied ethics and social philosophy, philosophy of law, philosophy and business, and general philosophy. Each minor requires Clare 304, Philosophy 102 and 210, and nine credit hours of 300-400 level courses selected by the student from an approved list.

BACHELOR OF ARTS WITH A MAJOR IN PHILOSOPHY

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Composition & Critical Thinking	3	Composition & Critical Thinking.....	3
Foreign Language/Elective.....	3	Foreign Language*	3
Intellectual Journey.....	3	Core Area Courses	<u>6</u>
Philosophy 102.....	3		12
Core Area Course.....	<u>3</u>		
	15		

SECOND YEAR

Philosophy 210.....	3	Quantitative Reasoning.....	3
Elective	3	Elective	3
Philosophy 312.....	3	Clare 304.....	3
Core Area Courses	<u>6</u>	Core Area Courses	<u>7</u>
	15		16

THIRD YEAR

Philosophy 404.....	3	Philosophy 407.....	3
Electives.....	9	Philosophy Electives.....	6
Core Area Course.....	<u>3</u>	Electives.....	<u>6</u>
	15		15

FOURTH YEAR

Philosophy 498.....	3	Philosophy Elective.....	3
Philosophy Elective.....	3	Electives.....	<u>12</u>
Electives.....	9		15
University Forum.....	<u>2</u>		
	17		

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

BACHELOR OF ARTS WITH A MAJOR IN PHILOSOPHY PRE-LAW

FIRST YEAR

<i>Fall.....</i>	<i>Credits</i>	<i>Spring.....</i>	<i>Credits</i>
Composition & Critical Thinking.....	3	Philosophy 312.....	3
Foreign Language/Elective.....	3	Foreign Language*.....	3
Philosophy 102.....	3	Core Area Course.....	4
Intellectual Journey.....	3	Philosophy 210.....	3
Core Area Course.....	<u>3</u>	Composition & Critical Thinking.....	<u>3</u>
	15		16

SECOND YEAR

Quantitative Reasoning.....	3	Core Area Course.....	3
Clare 304.....	3	Philosophy 407.....	3
Elective.....	3	Electives.....	<u>9</u>
Core Area Course.....	3		15
Economics 101/102.....	<u>3</u>		
	15		

THIRD YEAR

Philosophy 404.....	3	Philosophy 326.....	3
Philosophy 325.....	3	Core Area Course.....	3
Business Law 210.....	3	Electives.....	<u>9</u>
Core Area Course.....	3		15
Accounting 201.....	<u>3</u>		
	15		

FOURTH YEAR

Philosophy 327.....	3	General Electives.....	<u>15</u>
Philosophy 328/Philosophy Elective	3		15
Philosophy 498.....	3		
Core Area Course.....	3		
University Forum.....	<u>2</u>		
	14		

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

DEPARTMENT OF PHYSICS

Jerry Kiefer, Ph.D., Department Chair

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

Department Faculty: T. Cooke, M.S.;

J. Kiefer, Ph.D.; J. M. Pientka, Ph.D.

The program in physics is designed to provide opportunities for the undergraduate to develop the skills essential for graduate school, industry, government service and teaching of physics. The physics curriculum is designed to prepare a student for employment or further study in physics or in the various engineering fields, such as, but not limited to, electrical and mechanical engineering. Students with an interest in biophysics may take a minor in biology, or take a set of recommended biology electives. The department also provides a fundamental physics foundation for other science disciplines. A selection of physical science courses are available to those not majoring in the sciences.

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

REQUIREMENTS (B.S. - Physics)

<i>Credits</i>		<i>Credits</i>
Physics.....	32	Required Physics Courses
Core Area Courses.....	36	Physics 103-104.....
Foreign Language 202*.....	3	Physics 103L-104L.....
Mathematics & Natural Sciences:		Physics 201.....
Chemistry.....	8	Physics 301.....
Mathematics and ENGR 220.....	21	Physics 302.....
Electives.....	<u>20</u>	Physics 304.....
Total	120	Physics 309.....
		Physics 406.....
		Physics 490.....
		Elective.....

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

A B.S. degree in physics-biophysics is offered in recognition of the growing interest and need for individuals who can apply the techniques of physics to the problems of biology. The program is built around a strong core of required courses but has sufficient flexibility to allow a student to achieve depth in physics or biology. Through a proper choice of electives an individual may prepare for immediate employment or graduate study in several fields: physics, biology or biophysics. It is also possible to pursue a career in medicine, dentistry and other health related professions.

REQUIREMENTS (B.S. - Biophysics)

	<i>Credits</i>		<i>Credits</i>
Physics/Physical Science	23	Required Physics Courses	
Biology.....	11	Physics 103-104.....	6
Physics or Biology Electives (at least 3 in Physics and Biology).....	12	Physics 103L-104L.....	2
Chemistry	11	Physical Science 109	3
Mathematics and ENGR 220 or Math 252	15	Physics 203.....	3
Foreign Language 202*	3	Physics 301.....	3
Core Area Courses	36	Physics 304.....	3
Electives	9	Physics 407.....	3
Total	120	Biology 105	4
		Biology 371	4
		Biology 331	4
		Physics/Biology Electives.....	12
		Physics 490.....	0

A B.S. degree in engineering physics is offered which fulfills the growing need for programs compatible with a career in engineering. The engineering physics curriculum retains the benefits of a strong liberal arts program, while it prepares students to pursue applied physics or graduate engineering training or to move directly into engineering physics careers. Most physicists in the industrial environment hold engineering positions and the curriculum is designed to emphasize the natural association of physics and engineering.

REQUIREMENTS (B.S. – Engineering Physics)

	<i>Credits</i>		<i>Credits</i>
Physics and Engineering Physics.....	32	Required Physics & Engineering Courses	
Mathematics*	18	PHYS 103-104.....	6
Engineering.....	9	PHYS 103L-104L.....	2
Chemistry.....	8	PHYS 201.....	3
Foreign Language 202**	3	PHYS 301-302.....	6
Core Area Courses	36	PHYS 304.....	3
Electives	14	PHYS 309.....	3
Total	120	PHYS 312 or PHYS Elective***	3
		PHYS 401.....	3
		PHYS 451.....	3
		PHYS 490.....	0
		ENGR 220.....	3
		ENGR 252.....	3
		ENGR 262.....	3

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

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Physics 103-103L.....	4	Physics 104-104L.....	4
Intellectual Journey.....	3	Language 202*	3
Mathematics 151	4	Mathematics 152	4
Composition & Critical Thinking	3	Composition & Critical Thinking.....	3
Language 101/201*/Elective	<u>3</u>	Core Area Course.....	<u>3</u>
	17		17

SECOND YEAR

Physics 201.....	3	Physics Elective	3
Mathematics 251	4	Mathematics 252	3
Chemistry 101-101L	4	Chemistry 102-102L.....	4
Elective	<u>3</u>	Core Area Course.....	4
	14	Elective	<u>3</u>
			17

THIRD YEAR

Physics 301.....	3	Physics 302.....	3
Core Area Course.....	3	Physics 304.....	3
ENGR 220.....	3	Mathematics.....	3
Physics 309.....	3	Core Area Course.....	<u>3</u>
Elective	<u>3</u>		12
	15		

FOURTH YEAR

Physics 401.....	3	Physics 406.....	3
Core Area Courses	9	Electives	8
University Forum.....	<u>2</u>	Core Area Course	3
	14	Physics 490.....	<u>0</u>
			14

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

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

BACHELOR OF SCIENCE IN BIOPHYSICS

NOTE: St. Bonaventure University has suspended admissions to its Biophysics program. Students presently enrolled in the Biophysics program will be able to complete their academic program of study, requirements for which are included here for their benefit.

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Physics 103-103L.....	4	Physics 104-104L.....	4
Math 151	4	Mathematics 152	4
Composition & Critical Thinking	3	Core Area Course.....	3
Intellectual Journey.....	3	Composition & Critical Thinking.....	3
Core Area Course.....	<u>3</u>	Foreign Language 202**	<u>3</u>
	17		17

SECOND YEAR

Chemistry 101-101L	4	Chemistry 102-102L.....	4
Mathematics 251	4	Math 252 or ENGR 220.....	3
Biology 105	4	Physical Science 109	3
Elective.....	<u>3</u>	Core Area Course.....	4
	15	Elective	<u>3</u>
			17

THIRD YEAR

Physics 301.....	3	Physics 304.....	3
Chemistry 301	3	Physics or Biology Elective*	3
Elective.....	3	Core Area Course.....	3
Core Area Course.....	3	Biology 371	<u>4</u>
Physics or Biology Elective*	<u>3</u>		13
	15		

FOURTH YEAR

Physics 203.....	3	Physics 407.....	3
Biology 331	3	Physics or Biology Elective*	3
Physics or Biology Elective*	3	Core Area Courses.....	6
Core Area Course.....	3	Physics 490.....	<u>0</u>
University Forum.....	<u>2</u>		12
	14		

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

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

BACHELOR OF SCIENCE IN ENGINEERING PHYSICS

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Physics 103-103L.....	4	Physics 104-104L.....	4
Intellectual Journey.....	3	Core Area Course.....	3
Mathematics 151.....	4	Mathematics 152.....	4
Composition & Critical Thinking I.....	<u>3</u>	Composition & Critical Thinking II.....	<u>3</u>
	14		14

SECOND YEAR

Physics 201.....	3	ENGR 252.....	3
Mathematics 251.....	4	ENGR 220.....	3
Chemistry 101-101L.....	4	Chemistry 102-102L.....	4
Core Area Course.....	3	Core Area Course.....	3
Foreign Language 201**/Elective.....	<u>3</u>	Foreign Language 202**.....	<u>3</u>
	17		17

THIRD YEAR

Physics 301.....	3	Physics 302.....	3
Physics 309.....	3	Physics 304.....	3
ENGR 262.....	3	Core Area Courses.....	6
Core Area Course.....	4	Math 252.....	<u>3</u>
Math Elective*.....	<u>3</u>		15
	16		

FOURTH YEAR

Physics 451.....	3	Physics Elective***.....	3
Physics 401.....	3	Core Area Course.....	3
Core Area Courses.....	6	Electives.....	8
University Forum.....	<u>2</u>	Physics 490.....	<u>0</u>
	14		14

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

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

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

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

DEPARTMENTAL COMPREHENSIVE REQUIREMENT (Physics 490)

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

MINOR

For non-majors, the following courses constitute a minor: PHYS 103/lab, 104/lab, 201, 401 or 252, or 451, 301, 304.

COMBINED GRADUATE/UNDERGRADUATE PROGRAMS

In conjunction with the School of Graduate Studies, the following combined graduate-undergraduate programs are available. These combined undergraduate programs are designed for the highly motivated student who seeks a concentrated program leading to both the bachelor's and master's degrees:

B.S. IN PHYSICS-M.B.A., Master in Business Administration - 5-Year Program

DEPARTMENT OF POLITICAL SCIENCE

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

Department Faculty: D. Brickman, Ph.D.;
M. Kubal, Ph.D.; J.B. Lambert, Ph.D.; I. Zabad, Ph.D.

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

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

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

REQUIREMENTS

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

	<i>Credits</i>		<i>Credits</i>
Political Science Subfields	12	Foreign Language*	3
Research Methods	3	Core Area Courses	36
Political Science Electives.....	18	Math 107	3
Political Science Capstone.....	3	General Electives.....	<u>42</u>
		Total	120

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

MINOR

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

PRE-LAW ADVISEMENT

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

ADVISORY SYSTEM

The department is strongly committed to its advisory system. Advising begins during the summer orientation program prior to the first semester and continues throughout the academic career. The student is assigned to a political science faculty adviser and is encouraged to seek consultation on a regular basis. Valuable knowledge can be gained concerning course selection, graduate education, and career choices.

INTERNSHIP PROGRAM

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

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

MODEL UNITED NATIONS

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

THE NATIONAL POLITICAL SCIENCE HONOR SOCIETY

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

BACHELOR OF ARTS IN POLITICAL SCIENCE

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
American Politics.....	3	International Relations	3
Composition & Critical Thinking I	3	Composition & Critical Thinking II	3
Foreign Language*	3	Inquiry Into the Social World.....	3
Intellectual Journey.....	3	Introduction to Statistics	3
Model UN or POLS elective.....	<u>3</u>	Foreign Language*	<u>3</u>
	15		15

SECOND YEAR

Political Thought.....	3	Comparative Politics.....	3
POLS elective.....	3	POLS elective	3
World Views.....	3	Foundations of the Western World	3
The Good Life	3	Catholic-Franciscan Heritage.....	3
General elective.....	<u>3</u>	General elective.....	<u>4</u>
	15		15

THIRD YEAR

Foundations of Religious Texts	3	Art and Literature	3
Inquiry Into the Natural World.....	4	Research Methods in Political Science	3
POLS electives	6	POLS elective	3
General elective.....	<u>3</u>	General electives	<u>6</u>
	16		15

FOURTH YEAR

POLS Capstone.....	3	POLS elective	3
General electives	9	General electives	<u>12</u>
University Forum.....	<u>2</u>		15
	14		

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

Required Political Science Courses

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

Electives in American Politics

POLS 205. Law and Society
 POLS 221. Congressional Politics
 POLS 240. Controversies in Public Policy
 POLS 251. American Urban Conflict
 POLS 261. Participation in Amer. Politics

POLS 305. Presidential Power
 POLS 306. Courts in American Politics
 POLS 328. Politics of the 60s
 POLS 351. Politics of Social Policy
 POLS 395. Media and Politics
 POLS 397. Policing in the Americas
 POLS 420. Civil Rights and Civil Liberties
 POLS 421. Constitutional Law
 POLS 425. Environmental Politics

Electives in Comparative Politics

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

Electives in International Relations

POLS 104. Model United Nations
POLS 208/209. Intermediate Model UN
POLS 308/309. Model UN Secretariat
POLS 320. U.S. Foreign Policy

POLS 330. International Political Economy
POLS 356. Latin America and the U.S.
POLS 460. Nationalism and Ethnic Conflict

Electives in Political Thought

POLS 302. American Political Thought

Special Courses

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

DEPARTMENT OF PSYCHOLOGY

Darryl Mayeaux, Ph.D.; , Department Chair

Faculty: G. Privitera, Ph.D.; R. Valeri, Ph.D.; S. Vogel, Ph.D.; C. Walker, Ph.D.

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

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

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

BACHELOR OF ARTS IN PSYCHOLOGY

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

BACHELOR OF SCIENCE IN PSYCHOLOGY

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

HONOR SOCIETY

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

ELECTIVES FOR NON-MAJORS

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

MINOR

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

REQUIREMENTS - B.A. IN PSYCHOLOGY

<i>Credits</i>	<i>Credits</i>
PSYC 101 3	Cognate Courses
PSYC 102 3	One of BIO 101, BIO 105,
PSYC/L 201-202 8	PHYS 103, CHEM 101 or CS 131 4
PSYC 49x (Senior Seminar) 3	Quantitative Reasoning (MATH 108,
Three SPD* electives..... 9	111, 112, 121, 145, 151 or 152..... 3
Two CBH** electives..... 6	Foreign Language***** 3
PSYC Elective*** 3	Core Area Courses 36
	Electives <u>39</u>
	Total 120

REQUIREMENTS - B.S. IN PSYCHOLOGY

<i>Credits</i>	<i>Credits</i>
PSYC 101 3	Quantitative Reasoning
PSYC 102 3	(MATH 151 or higher)..... 4
PSYC/L 201-202 8	One additional natural science (BIO,
PSYC 49x (Senior Seminar) 3	CHEM, PHYS, CS or MATH) or one
Three SPD* electives..... 9	additional CBH** elective..... 3-4
Three CBH** electives 9	Foreign Language***** 3
PSYC Elective*** 3	Core Area Courses 36
Cognate Courses	Electives 27-28
BIO 105/105L and 106/106L..... 8	Total 120

*Social/Personality/Developmental area electives

**Cognitive/Biological/Health area electives

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

****A minimum of 3 credits of communication skills courses beyond CLAR 110/111 can be taken from among: English 230, 250, 260; foreign language conversation and composition courses beyond or in a different language from School of Arts and Sciences foreign-language requirement; or other communication skills courses approved by the Psychology Department.

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

Social/Personality/Developmental*

212 Social Psychology
 213 Group Dynamics
 215 Maladaptive Behavior
 224 Adolescence
 225 Adult Development and Aging
 232 Psychological Well-Being
 309 Social Influence
 310 Organizational/Industrial Psychology
 312 Social & Emotional Development
 313 Interpersonal Relations
 316 Human Sexuality
 433 Personality

Cognitive/Biological/Health**

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

Other PSYC electives***

414 Sport and Exercise
 469 Introduction to Clinical Methods
 47x Fieldwork

BACHELOR OF ARTS WITH A MAJOR IN PSYCHOLOGY

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
PSYC 101	3	PSYC 102	3
Intellectual Journey.....	3	Core Area Course.....	3
Composition & Critical Thinking	3	Composition & Critical Thinking.....	3
Biology 101	4	Quantitative Reasoning.....	3
Elective/Foreign Language 201*	<u>3</u>	Elective/Foreign Language 202*	<u>3</u>
	16		15

SECOND YEAR

PSYC/L 201	4	PSYC/L 202	4
PSYC Elective.....	3	PSYC Elective.....	3
General Elective.....	3	Core Area Course.....	3
Core Area Courses	<u>6</u>	General Electives.....	<u>6</u>
	16		16

THIRD YEAR

PSYC Electives	6	PSYC Electives	6
Core Area Course (CLAR 302).....	4	Core Area Courses	6
General Elective.....	<u>3</u>	General Elective.....	<u>3</u>
	13		15

FOURTH YEAR

PSYC 49x (Senior Seminar)	3	University Forum.....	2
Core Area Course.....	3	Core Area Course.....	3
General Electives.....	<u>2</u>	General Electives.....	<u>2</u>
	15		14

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

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

BACHELOR OF SCIENCE WITH A MAJOR IN PSYCHOLOGY

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
PSYC 101	3	PSYC 102	3
Intellectual Journey.....	3	BIO 106.....	3
Composition & Critical Thinking	3	Composition & Critical Thinking.....	3
Biology 105	4	Quantitative Reasoning (MATH 151).....	4
Elective/Foreign Language 201*	<u>3</u>	Elective/Foreign Language 202*	<u>3</u>
	16		15

SECOND YEAR

PSYC 201	4	PSYC 202	4
PSYC Elective.....	3	PSYC Elective.....	6
General Elective.....	3	Core Area Course.....	3
Core Area Courses	<u>6</u>	General Elective.....	<u>3</u>
	16		16

THIRD YEAR

PSYC Electives	6	PSYC Electives	6
Core Area Course (CLAR 302).....	4	Core Area Course.....	3
Core Area Course.....	3	Natural Science or CBH elective**	<u>3</u>
General Elective.....	<u>3</u>		12
	16		

FOURTH YEAR

PSYC 49x (Senior Seminar)	3	University Forum.....	2
Core Area Courses	6	General Electives.....	<u>11</u>
General Electives.....	<u>6</u>		13
	15		

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

** One additional natural science course (BIO, CHEM, PHYS, CS or MATH) or one additional course from the Cognitive/Behavioral/Health elective set (see page 107)

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

DEPARTMENTAL COMPREHENSIVE REQUIREMENT

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

DEPARTMENT OF SOCIOLOGY

Fr. David D. Blake, O.F.M., Department Chair

Department Faculty: Fr. D. Blake, Ph.D.; W. Elenchin, Ph.D.;
B.E. Gross, Ph.D.; K. Zawicki, Ph.D.

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

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

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

THE SOCIOLOGY MAJOR

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

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

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

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

REQUIREMENTS

	<i>Credits</i>	SOC Electives.....	18
SOC 101.....	3	SOC 412*	3
SOC 102.....	3	Core Area Courses	36
SOC 206.....	3	Math 107	3
SOC 207.....	3	Foreign Language 202**	3
SOC 208.....	3	General Electives.....	<u>42</u>
	<i>Credits</i>		Total 120

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

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

CRIMINOLOGY CONCENTRATION

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

MINOR IN SOCIOLOGY

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

MINOR IN SOCIAL WORK

Social work is a broad field that includes criminal justice, substance abuse, mental health, and working with the disabled, poor and disadvantaged. The minor provides academic training and experience for graduate school. For non-majors, the following constitutes a social work minor: SOC 101, 103, 207, 301, 302, 304, 311 and 320.

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

MINOR IN CRIMINOLOGY

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

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

BACHELOR OF ARTS IN SOCIOLOGY

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Composition & Critical Thinking I	3	Composition & Critical Thinking II	3
Sociology 101	3	Sociology 102.....	3
Intellectual Journey.....	3	Math 107	3
Foreign Language 201*	3	Core Area Course	3
General Elective.....	<u>3</u>	Foreign Language 202*	<u>3</u>
	15		15

SECOND YEAR

Sociology Elective	3	Sociology 207.....	3
General Elective.....	3	Core Area Course	3
Sociology 206	3	General Elective.....	6
Core Area Courses	<u>6</u>	Sociology Elective	<u>3</u>
	15		15

THIRD YEAR

Core Area Course	3	Sociology 208.....	3
Sociology Electives	6	General Electives.....	6
General Electives.....	<u>6</u>	Core Area Courses	<u>6</u>
	15		15

FOURTH YEAR

Sociology Elective	3	Sociology Elective	3
General Electives.....	6	General Electives.....	9
Sociology 412	3	Core Area Course	<u>4</u>
University Forum.....	<u>2</u>		16
	14		

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

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

ADVISORY SYSTEM

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

DEPARTMENT OF THEOLOGY

James Fodor, Ph.D., Department Chair (Interim)

Faculty: G. Boersma, Ph.D.; O. Bychkov, Ph.D.; J. Fodor, Ph.D.;
C. Stanley, Ph.D.; K.R. Sundararajan, Ph.D.

The academic study of theology aims to investigate and interpret the religious dimension of human experience. Like philosophy, it studies what people believe about the nature of reality and why they hold those beliefs. Like sociology, it examines what people do in social groups and institutions to express their beliefs. Like psychology, it explores what motivates people to adopt a religious outlook on life. And like history, it studies the past as well as the present.

Students who take courses in theology can expect to learn more about the beliefs, values and practices of religious people around the world. Some courses center on a particular religious tradition (e.g., Roman Catholicism or Hinduism), while others trace a common theme across several traditions. Some courses examine the relation between religion and other realms of thought (science, philosophy, art, etc.), while others focus more on the private beliefs and practices of individuals. Some courses look at religion in a more objective manner, while others encourage students to examine their own beliefs and the beliefs of people around them. But in the midst of all this diversity, one concern remains paramount: Students are challenged to think for themselves about the ultimate questions of life and to learn from others who have explored the same questions before them.

Students who choose to major or minor in theology learn how to use a variety of methods and perspectives to explore and interpret human religious experience. They also enjoy a great deal of freedom in selecting the issues that they want to examine. Taking courses in theology also gives students the opportunity to hone their skills in critical thinking and analysis, writing and oral communication.

Not everyone who majors in theology is preparing for graduate studies in theology or religion. A degree in theology can be useful in any career where critical thinking and sensitivity to human motivation is valued, such as social work, counseling, teaching, or law. Students may also opt to pursue theology as a second major to explore issues of personal interest alongside their primary major.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Foreign Language 202*	3	Quantitative Reasoning.....	3
Core Area Courses	36	General Electives.....	<u>45</u>
Theology Courses.....	33		Total 120

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

REQUIRED THEOLOGY COURSES

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

- (a) Comparative Religion:
 - THEO 200. Comparative Religion
 - THEO 205. Myth and Culture
 - THEO 213. Indian and Asian Mythology
- (b) Religion and Society
 - THEO 222. Religion and Politics
 - THEO 304. Religion and Gender
 - THEO 323. Religion and Science
 - THEO 324. Religion and Race
 - THEO 325. Religion and Art
 - THEO 326. Religion and Science Fiction
- (c) Ethics
 - THEO 245. Christian Ethics
 - THEO 345. Catholic Social Thought
 - THEO 349. Issues in Christian Ethics
 - THEO 440. Contemporary Moral Theology
- (d) Spirituality:
 - THEO 252. Christian Spirituality
 - THEO 357. Merton's Heart: The Journey and Thought of Thomas Merton
 - THEO 359. Special Studies in Spiritual Traditions
- (e) Catholic Tradition:
 - THEO 263. Sacraments
 - THEO 264. American Catholicism
 - THEO 265. Global Catholicism
 - THEO 333. Contemporary Catholic Thought
 - THEO 337. Body, Sex, and Sacrament
 - THEO 345. Catholic Social Thought
 - THEO 362. Francis and the Franciscan Tradition

Upper-Level Requirements (9 hrs.; three courses)

- THEO 430. Theological Methods
- THEO 460. History of Christianity
- THEO 470. Contemporary Biblical Interpretation

Comprehensive Requirement (3 hrs.; one course)

- THEO 498. Seminar in Theology

Departmental Electives (6 hrs.; two THEO courses selected by the student)

MINOR REQUIREMENTS

- CLAR 206. Foundational Religious Texts of the Western World
- CLAR 207. The Catholic-Franciscan Heritage
- Twelve hours of Theology electives

DEPARTMENT OF VISUAL AND PERFORMING ARTS

Leslie Sabina, Ph.D., Department Chair

Faculty: S. Craver, Ph.D., C. Dubreuil, Ph.D.; R. Misenheimer, M.F.A.;
L. Peterson, M.M.; L. Sabina, Ph.D.; E. Simone, Ph.D.

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

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

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Music Core.....	28	Core Area Courses	36
Music Electives*	9	Quantitative Reasoning.....	3
Foreign Language	3	General Electives.....	<u>41</u>
			120

*MU 111 does not qualify as a music elective.

GENERAL MUSIC SEQUENCE

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
MU Theory I (MU 121).....	3	MU Theory II (MU 122).....	3
Composition & Critical Thinking	3	Composition & Critical Thinking.....	3
Core Area Course.....	3	Core Area Course	3
Intellectual Journey.....	3	Foreign Language*	3
General Elective.....	3	General Elective.....	3
MU Ensemble/Applied.....	<u>1</u>	MU Ensemble/Applied	<u>1</u>
	16		16

SECOND YEAR

MU History I (MU 211).....	3	MU History II (MU 212).....	3
Core Area Course.....	3	MU Conducting (MU 233).....	3
Quantitative Reasoning.....	3	Core Area Course	3
General Electives.....	6	General Electives.....	6
MU Ensemble/Applied.....	<u>1</u>	MU Ensemble/Applied	<u>1</u>
	16		16

THIRD YEAR

MU Composition (MU 221).....	3	MU Elective	3
MU Elective.....	3	Core Area Course	4
Elective.....	3	General Electives.....	6
Core Area Course.....	3	MU Ensemble/Applied	<u>1</u>
MU Ensemble/Applied.....	<u>1</u>		14
	13		

FOURTH YEAR

MU Elective.....	3	MU S.M.P. (MU 499)	3
3-Course Sequence.....	3	Core Area Course	3
Core Area Course.....	3	General Electives.....	<u>8</u>
General Elective.....	3		14
University Forum.....	2		
MU Ensemble/Applied.....	<u>1</u>		
	15		

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

B.A. WITH A MAJOR IN VISUAL ARTS

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Visual Arts.....	45	Quantitative Reasoning.....	3
Foreign Language*	3	Electives	<u>33</u>
Core Area Courses.....	36		120

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

SUGGESTED COURSE SEQUENCE

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>		<i>Credits</i>
VA 111	3	Composition & Critical Thinking II		3
Composition & Critical Thinking I	3	VA 211.....		3
Core Area Course.....	3	VA 162.....		3
Intellectual Journey.....	3	Core Area Course		3
VA 161	<u>3</u>	Foreign Language*		<u>3</u>
	15			15

SECOND YEAR

ARTH 101	3	ARTH 102	3
VA 121 or 131	3	Core Area Course	4
Core Area Course.....	3	Visual Arts 221 or 231	3
Quantitative Reasoning.....	3	Electives	<u>6</u>
Elective	<u>3</u>		16
	15		

THIRD YEAR

ARTH 322	3	VA Elective	3
VA 121 or 131	3	VA 221 or 231	3
VA Elective	3	Core Area Courses	6
Elective	3	Elective	<u>3</u>
Core Area Course.....	<u>3</u>		15
	15		

FOURTH YEAR

Core Area Courses	6	VA Electives.....	6
VA 411	3	Core Area Course	3
Visual Arts Elective	3	Electives	<u>6</u>
University Forum.....	<u>2</u>		15
	14		

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

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

B.A. WITH A MAJOR IN ART HISTORY

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

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
ARTH courses	33	Core Area Courses	36
VA course at 100 level	3	Quantitative Reasoning	3
Foreign Language*	3	General electives	<u>42</u>
			120

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

ART HISTORY COURSE REQUIREMENTS:

1. General Requirements: 15 credits

- ARTH 101: Survey of Western Art I
- ARTH 102: Survey of Western Art II
- ARTH 103: Survey of Non-Western Art
- ARTH 401: Methods and Theory
- Any VA course at the '100' level

2. Elective Area Requirements: 12 credits; choose one from four of these five areas:

Area 1: Old-World Art and Archaeology

- ARTH 301: Greek Art and Archaeology
- ARTH 302: Roman Art and Archaeology
- ARTH 303: Medieval and Byzantine Art and Architecture

Area 2: Renaissance and Romantic Art

- ARTH 310: Renaissance and Baroque Art
- ARTH 311: 18th and 19th Century Art
- (Study abroad options, e.g., Fresco Painting in Italy)

Area 3: Modern Art and Theory

- ARTH 321: Aesthetics
- ARTH 322: Contemporary Issues in Art
- ARTH 323: Women Artists, Then and Now

Area 4: Non-Western Art

- ARTH 330: Asian Art
- ARTH 331: Japanese Art and Culture
- ARTH 332: Native American Art

Area 5: Museum Studies*

- ARTH 380: Museum Studies
 ARTH 386: Museum Internship, Educational
 ARTH 388: Museum Internship, Curatorial

**Internships available to art history/visual arts majors or minors only.*

3. Elective Concentration Requirements:** 6 credits; choose two additional courses from one of the five areas (above) in which a course has already been taken, thus comprising an area of concentration (totaling 9 credits).

4. Art History Elective: 3 credits; choose any additional 200- or 300-level ARTH course

***ARTH 399: Special Topics can also fulfill appropriate concentration requirements.*

SUGGESTED COURSE SEQUENCE**FIRST YEAR**

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
ARTH 101.....	3	Composition & Critical Thinking II.....	3
Composition & Critical Thinking I.....	3	Quantitative Reasoning.....	3
ARTH 103.....	3	ARTH 102.....	3
Intellectual Journey.....	3	Core Area Course.....	3
Foreign Language*.....	<u>3</u>	Foreign Language or elective.....	<u>3</u>
	Total 15		Total 15

SECOND YEAR

ARTH elective.....	3	ARTH electives.....	6
VA course (100 level).....	3	Core Area Course.....	3
Core Area Course.....	4	General electives.....	<u>6</u>
General electives.....	<u>6</u>		Total 15
	Total 16		

THIRD YEAR

ARTH electives.....	6	ARTH elective.....	3
General elective.....	3	Core Area Course.....	3
Core Area Courses.....	<u>6</u>	General electives.....	<u>9</u>
	Total 15		Total 15

FOURTH YEAR

Core Area Course.....	3	University Forum.....	2
ARTH elective.....	3	General electives.....	6
General electives.....	<u>9</u>	ARTH 401.....	3
	Total 14	Core Area Course.....	<u>3</u>
			Total 14

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

MINOR IN ART HISTORY

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

B.A. WITH A MAJOR IN THEATER

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

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

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

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

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Theater Core	24	Foreign Language*	3
Production credits (THTR 299)	6	Core Area Courses	36
Theater Electives.....	6	General Electives.....	<u>42</u>
Quantitative Reasoning.....	3		120

SUGGESTED COURSE SEQUENCE

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Theater 101.....	3	Theater 130 or 211.....	3
Theater 201 or 301.....	3	Composition & Critical Thinking II	3
Core Area Course.....	3	Core Area Course.....	3
Intellectual Journey.....	3	Foreign Language*	3
Composition & Critical Thinking I	3	General Elective.....	3
Theater 299.....	<u>1</u>	Theater 299.....	<u>1</u>
	16		16

SECOND YEAR

Theater 212 or 230.....	3	Theater 211 or 130.....	3
Theater 299.....	1	Theater 299.....	1
Theater 201 or 301.....	3	Core Area Course.....	4
Quantitative Reasoning.....	3	General Electives.....	<u>6</u>
Core Area Course.....	3		14
General Elective.....	<u>3</u>		
	16		

THIRD YEAR

Theater 299.....	1	Theater 299.....	1
Theater 230 or 212.....	3	Theater elective.....	3
Core Area Course.....	3	Core Area Courses.....	6
General Electives.....	<u>2</u>	General electives.....	<u>6</u>
	16		16

FOURTH YEAR

Theater 499 or Theater elective.....	3	Theater 499 or Theater elective.....	3
Core Area Course.....	3	General Electives.....	<u>2</u>
General Elective.....	6		12
University Forum.....	<u>2</u>		
	14		

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

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

MINORS

- The following courses constitute a minor in music: MU 121, MU 212, 3 credits from MU 101-104, and 9 credits of approved music electives. *Note: MU 111 does not apply.*
- The following courses constitute a minor in theater: THTR 101, THTR 130, THTR 201 or 301, THTR 211 or 212 or MU 314, 3 credits of THTR 299, and 6 credits of theater electives.
- The following courses constitute a minor in Visual Arts: VA111, VA121, VA131, and 9 credits of approved visual arts electives.
- The following courses constitute a minor in Art History: VA201, VA202, VA301, and 9 credits of approved visual arts electives.
- The minor in the combined Visual Arts and Art History track requires select courses from both the Visual Arts and Art History minors.

MULTIDISCIPLINARY PROGRAMS

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

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

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

B.S. WITH A MAJOR IN BIOINFORMATICS

Joel Benington, Ph.D., Program Director

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

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Biology.....	22	BIF Electives*	6-8
BIO 105, 106, 291, 294, 371, 466		BIF 401	1
Chemistry.....	12	Foreign Language**	3
CHEM/CHML 101, 102, 301		Core Area Courses	36
Computer Science.....	11	Electives	<u>3</u>
CS/CSL 131, 132, CS 333		Total	124-126
Physics.....	8		
PHY/PHYL 103, 104			
Mathematics.....	20		
MATH 151, 152, 207, 208, 322, 323			

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

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

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

SUGGESTED PLAN OF STUDIES FOR BIOINFORMATICS MAJORS WITH A BIOLOGY EMPHASIS

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Biology 105	4	Biology 106	4
Composition & Critical Thinking I	3	Chemistry 102, 102L	4
Chemistry 101, 101L	4	Computer Science 132	4
Computer Science 131	<u>4</u>	Foreign Language 202	3
	15	Intellectual Journey	<u>3</u>
			18

SECOND YEAR

Composition & Critical Thinking II	3	Core Area course	3
Biology 291	3	CLAR 302	4
Chemistry 301, 301L	4	Mathematics 207	3
Mathematics 151	<u>4</u>	Mathematics 152	<u>4</u>
	14		14

THIRD YEAR

Biology 371	4	Computer Science 333	3
Mathematics 208	3	Biology 294	3
Physics 103, 103L	4	Physics 104, 104L	4
Core Area Course	<u>3</u>	Core Area Courses	<u>6</u>
	14		16

FOURTH YEAR

Mathematics 322	3	Mathematics 323	3
Bioinformatics elective	3	Bioinformatics elective	3
Bioinformatics 401	1	Biology 466	4
University Forum	2	Core Area Courses	<u>6</u>
Core Area Course	3		16
Elective	<u>3</u>		
	15		

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

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
Mathematics 151	4	Mathematics 207	3
Composition & Critical Thinking I	3	Chemistry 102, 102L	4
Chemistry 101, 101L	4	Computer Science 132	4
Computer Science 131	<u>4</u>	Foreign Language 202	3
	15	Intellectual Journey	<u>3</u>
			17

SECOND YEAR

Composition & Critical Thinking II	3	Biology 106	4
Biology 105	4	Computer Science 333	4
Chemistry 301, 301L	4	CLAR 302	4
Mathematics 208	3	Mathematics 152	<u>4</u>
Core Area Course	<u>3</u>		16
	17		

THIRD YEAR

Biology 291	3	Biology 294	3
Mathematics 322	3	Mathematics 323	3
Physics 103, 103L	4	Physics 104, 104L	4
Core Area Courses	<u>6</u>	Core Area Course	<u>3</u>
	16		13

FOURTH YEAR

Biology 371	4		16
Bioinformatics elective	3		
Bioinformatics 401	1	Bioinformatics elective	3
University Forum	2	Biology 466	4
Core Area Course	3	Core Area Courses	<u>6</u>
Elective	<u>3</u>		13

BACHELOR OF ARTS WITH A MAJOR IN INTERNATIONAL STUDIES

Mary Rose Kubal, Ph.D., Director

Committee: C. Dubreuil, Ph.D.; J. Horowitz, Ph.D.; G. Imhoff, Ph.D.; D. Khairullah, Ph.D.;
M. Kubal, Ph.D.; M. Marinari, Ph.D.; I. Zabad, Ph.D.

International Studies is an interdisciplinary and multicultural program that addresses the principal issues confronting today's globalizing world, drawing ideas, faculty and courses from a wide range of disciplines. Majors choose a regional concentration that will allow them to apply their theoretical knowledge to a specific region of the globe. To further this knowledge and help develop language skills, students will be encouraged to study and/or engage in service abroad. International Studies prepares students for careers in international organizations, internationally focused government and news agencies, charities, schools and businesses.

DEGREE REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
International Studies.....	15	Language Requirement**	3
IS 101, 102*, 201, 350 and 491		Quantitative Reasoning.....	3
Elective IS courses	9	Core Area Courses	36
World Regional Concentration.....	12	Electives	<u>39</u>
Methods.....	3		120

* CLAR 207 is a prerequisite for this course.

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

BREAKDOWN OF INTERNATIONAL STUDIES ELECTIVE REQUIREMENTS

1.) International Studies Electives (3 courses/9 credits; courses selected from at least two disciplines; students encouraged to take additional courses from list as general electives)

ARTH 103 Survey of Non-Western Art; ARTH 232 Japanese Film; ARTH 330 Asian Art; ARTH 331 Japanese Art and Culture; BLX 402 Legal Environment of International Business; HIST 359 US In The World; HIST 361 World History since 1450; ML 300 Introduction to Cross Cultural Comparisons; MKT 405 International Marketing; MGT 310 International Management; MU 315 World Music; NV 301 The Philosophy of Nonviolence; PHIL 331 Philosophy of Economics; POLS 103 International Relations; POLS 104 Model United Nations; POLS 203 Comparative Political Systems; POLS 330 International Political Economy; POLS 398 Terrorism and Political Violence; POLS 399 International Security; POLS 435 Politics of Developing Areas; SOC 408 Health and Illness; THEO 200 Comparative Religion*; THEO 345 Catholic Social Thought

**THEO 200 counts as a foundational elective course or a concentration course, but not both.*

2.) World Regional Concentration (4 courses/12 credits; selected from at least two disciplines)

ASIA

Required: HIST 363 Modern China or 364 Modern Japan

Electives: HIST 362 History of Imperial China to 1800; HIST 363 Modern China; HIST 364 Modern Japan; HIST 366 Women in East Asia; THEO 200 Comparative Religion

*Required language: Chinese 202

LATIN AMERICA

Required: HIST 308 Modern Latin America

Electives: HIST 307 Colonial Latin America; HIST 309 Argentina and Brazil from 1700 to the present; HIST 310 History of Mexico; HIST 311 The United States and the Caribbean; POLS 355 Latin American Politics; POLS 356 Latin America and the United States; POLS 397 Policing in the Americas; SPAN 305 Latin American Culture and Civilization; SPAN 324 Latin Am Lit In Translation; SPAN 407 Survey of Latin American Literature I; SPAN 408 Survey of Latin American Literature II; SPAN 419 Cont Hispanic Film & Lit

*Required language: Spanish 202

MIDDLE EAST

Required: THEO 203 Islam: Religion and Culture

Electives: HIST 365 History of the Modern Middle East; POLS 396 Politics of the Middle East; THEO 307 Christian-Muslim Relations; WS 330 Women of the Ancient & Modern Middle East; and one elective selected by adviser and student.

*Required language: Arabic 202

TRANSATLANTIC

Required: HIST 102 Europe since 1815 and HIST 202 The U.S. since 1865

Electives: FREN 304 Culture and Civilization; HIST 325 Modern Britain and Ireland; HIST 359 US In The World; HIST 407/408 Twentieth Century America; HIST 418 African-American History; HIST 475 World War II; POLS 320 American Foreign Policy; SPAN 309 Spanish Civilization and Culture

*Required language: French, Spanish or Italian 202 (or other with approval)

*NOTE: Language is required, but is NOT part of the 12 credits required for concentration.

3.) Interdisciplinary Methods (1 course, 3 credits; choose one of six)

FIN 312 Econometrics for Finance*

HIST 200 Historical Methods

POLS 307 Research Methods in Political Science (with instructor's consent)

SOC 206 Qualitative Research Methods*

SOC 207 Quantitative Research Methods*

THEO 430 Theological Methods*

*See course descriptions in back of catalog for prerequisites.

NOTE: IS 496 (Independent Study. 1-3 credits) and IS 494 (Special Studies on IS Topic. 3 credits) can be used to substitute any course listed above, except IS 101, 102, 201, 350 and 491. This substitution must be approved by the adviser, the director of International Studies and the dean.

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
IS 101.....	3	Core Area Course.....	3
Composition & Critical Thinking I.....	3	Composition & Critical Thinking II.....	3
Foreign Language*.....	3	Foreign Language*.....	3
Intellectual Journey.....	3	IS-Elective Course.....	3
IS-Elective Course.....	<u>3</u>	IS-World Regional Concentration.....	<u>3</u>
	15		15

SECOND YEAR

CLAR 302.....	4	Quantitative Reasoning.....	3
IS 102.....	3	Foreign Language*.....	3
Foreign Language*.....	3	IS-Elective Course.....	3
IS-World Regional Concentration.....	3	IS 201.....	3
General Elective.....	<u>3</u>	Core Area Course.....	<u>3</u>
	16		15

THIRD YEAR

IS-World Regional Concentration.....	3	IS-World Regional Concentration.....	3
General Elective.....	3	IS-Methods.....	3
IS 350.....	3	Core Area Courses.....	6
Core Area Courses.....	<u>6</u>	General Elective.....	<u>3</u>
	15		15

FOURTH YEAR

Core Area Course.....	3	IS 491.....	3
General Electives.....	<u>12</u>	University Forum.....	2
	15	General Electives.....	<u>9</u>
			14

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

MINOR IN INTERNATIONAL STUDIES

For non-majors, the following 21 credits constitute a minor in International Studies: IS 101, IS 201 and IS 350; one course selected from the IS foundational electives listed for the IS major; and one of the required courses listed for the chosen world regional concentration and two elective courses from that same concentration.

THE CENTER FOR NONVIOLENCE

Barry L. Gan, Ph.D., Director

The Center for Nonviolence offers a unique academic program that emphasizes nonviolence as both a technique and a way of life. The core of the program is an education in the philosophy of nonviolence as conceived by such people as Gandhi and Martin Luther King Jr. But the program also allows students to explore in theory and in practice such pragmatic nonviolent techniques as mediation, arbitration, vegetarianism, nonviolent political action, international relations and social action.

Students may participate in the center in several ways: by taking individual course offerings through the center; by participating as volunteers in any programs sponsored by the center; by pursuing a minor in nonviolence through the center's course offerings; or by designing an interdepartmental major with a focus on nonviolence, utilizing the courses offered through the center.

REQUIREMENTS

Students wishing to design their own interdepartmental major that focuses on nonviolence should consult individually with the director of the center.

Students wishing to complete a minor in nonviolence must complete six courses, including (a) NV 101, NV 102, (b) any NV 200-level course, (c) NV 301, and (d) any other two courses from the Center for Nonviolence (see back of catalog) or cross-listed below from other departments or schools.

SCHOOL OF BUSINESS

MGT 324 Labor Relations

SCHOOL OF ARTS AND SCIENCES

POLS 103 Introduction to International Relations

POLS 380 Nationalism and Ethnic Conflict

PSYC 212 Social Psychology

PSYC 313 Interpersonal Relations

B.A. WITH A MAJOR IN WOMEN’S STUDIES

Alva V. Cellini, Ph.D., Director

Faculty: P. Burke, Ed.D.; M. Calabria, O.F.M.; A. Cellini, Ph.D.;
 D. Khairullah, Ph.D.; M. Kubal, Ph.D.; L. Matz, Ph.D.; K. Premo, M.B.A.;
 K. Robbins, Ph.D.; C. Stanley, Ph.D.; D. Tate, Ph.D.; K. Zawicki, Ph.D.

The Women's Studies major is a comprehensive program incorporating disciplines and registered programs from all the schools at St. Bonaventure University. The curriculum instructs women and men in a life of courage, of learning supported by the development of critical minds and a disposition to serve the larger community. To achieve this, the program offers specialized courses in content and theory, and promotes projects designed to integrate the insights of women’s and feminist scholarship into the general curriculum. Fundamentally, we hope to continue to guide our students toward seeing the world through the prism of gendered power.

Course work leading up to the Senior Seminar (WS 499) will concentrate on the following three goals:

- The study of women's issues
- The promotion of interdisciplinary research and critical thinking
- Questioning the exclusionary functions of existing knowledge

REQUIREMENTS

<i>Credits</i>		University Forum.....	2
WS 101, 208, 375 and 499	12	Quantitative Reasoning.....	3
WS 323 or 325 or 377	3	Core Area Courses	25
WS Electives.....	21	Composition & Critical Thinking.....	6
Foreign Language*	3	Electives	<u>42</u>
Intellectual Journey.....	3		120

Credits

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

COMPREHENSIVE NOTE

Every student may fulfill this requirement by taking WS 401: Colloquium in Women's Studies. This is an advanced seminar designed to explore contemporary issues in Women's Studies through discussions of relevant books, articles, films, other materials and completion of a research project.

MINOR

For non-majors, the following courses constitute a minor: Introduction to Women's Studies (WS 101), Colloquium in Women's Studies (WS 499), and 12 credits (four courses) from the rest of the Women's Studies offerings.

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
WS 101.....	3	Foundations of the Western World	3
Composition & Critical Thinking I	3	Composition & Critical Thinking II	3
Language 101/Elective	3	Language 102/Elective	3
Intellectual Journey.....	3	WS Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
	15		15

SECOND YEAR

Inquiry in the Natural World.....	4	Inquiry in the Social World.....	3
WS Elective	3	WS Electives.....	6
Language 201/Elective	3	Language 202.....	3
The Good Life	3	Math.....	<u>3</u>
Elective	<u>3</u>		15
	16		

THIRD YEAR

Foundational Religious Texts of the Western World.....	3	Catholic-Franciscan Heritage.....	3
WS Electives.....	6	WS Electives.....	6
World Views.....	3	Art & Literature.....	3
Elective	<u>3</u>	Elective	<u>3</u>
	15		15

FOURTH YEAR

WS Electives.....	6	WS 499	3
Electives	<u>9</u>	University Forum.....	2
	15	Electives	<u>9</u>
			14

MULTIDISCIPLINARY MINORS

MINOR IN FRANCISCAN STUDIES

The minor in Franciscan Studies is an interdisciplinary program of courses exploring the fundamentals of the Franciscan tradition as seen through the lens of history, spirituality, ethics, theology, and philosophy. It is comprised of 6 courses (18 credit hours). Two courses (6 hours) are required: CLAR 107 and THEO 362. The remaining courses (12 hours) are to be drawn from a series of Franciscan-themed courses, for example: THEO 366, PHIL 342, PHIL 405, HIST 450, NV 303, VA 352, etc.

A student who completes the required and elective courses of this minor will have an exceptional understanding of the uniquely Franciscan view of the world and the difference that a Franciscan education at St. Bonaventure University can make.

MINOR IN LAW AND SOCIETY

The Law and Society minor involves students in the multi-disciplinary study of law and society, focusing on the interaction of law and legal institutions with social, economics, and political systems.

Students will examine the historical, philosophical, sociological, and political foundations of law and the social forces influencing law and society. The Law and Society minor is designed to help students gain an understanding of the role of law in society, approaching questions from a multi-disciplinary perspective.

REQUIREMENTS

Fulfillment of the minor will require completion of 21 credit hours of course work. Students may count a total of 6 credit hours used for their major toward the requirements for the Law and Society minor.

Required Courses (12 credit hours):

POLS 102 American Government

PHIL 312 Symbolic Logic

POLS 204 Political Thought OR PHIL 325. Philosophy of Law*

ECO 101 Microeconomics OR ECO 102. Macroeconomics

**Political Science majors must take PHIL 325 and Philosophy majors must take POLS 204. All other majors may choose between POLS 204 and PHIL 325.*

Nine credits of approved electives are required for the minor. Please see the Law and Society minor declaration form for specific details. It is available from your academic adviser. Students whose overall GPA is below a 3.0 GPA upon graduation will not receive credit for the minor, i.e., will not have completion of the minor acknowledged on their transcript.

PREPARATION FOR THE PROFESSIONS

St. Bonaventure University recognizes the needs for entrance into certain professional fields and permits the student's preparation to meet these needs. These fields may include:

Applied Psychology	Engineering	Osteopathy
Business Administration	Law	Pharmacy
Dentistry	Medicine	Veterinary Medicine

Upon selecting a course of study, the student, in consultation with an adviser, should determine the specific requirements of the graduate or professional school the student plans to attend in order to assure proper preparation for admission to the elected school. The student is advised to elect a desired major, while assuring that the specific requirements of the graduate or professional school are met.

FRANCISCAN HEALTH CARE PROFESSIONS

Dual-Admission and Early Assurance options

Monica Thomas, Ph.D., Program Director

Exceptional high school seniors seeking careers in health care can enter St. Bonaventure with a provisional admission and reserved seat at one of seven graduate schools in the health professions: George Washington University School of Medicine, SUNY-Upstate College of Medicine, LECOM College of Medicine, LECOM School of Pharmacy, LECOM School of Dental Medicine, UB School of Dental Medicine, and Daemen College Department of Physical Therapy. The process begins with an application to St. Bonaventure University in the fall of the senior year of high school.

Students enrolled at St. Bonaventure have the opportunity to apply to these same programs as Early Assurance applicants through their sophomore year.

SCHOOL OF BUSINESS

Pierre Balthazard, Ph.D., Dean

Carol M. Fischer, Ph.D., CPA, Associate Dean

Mary Jo Brockel, M.B.A., Academic Coordinator

John B. Stevens, Program Director, Master of Business Administration

Brian C. McAllister, Program Director, 5-Year Accounting Program

DEPARTMENT OF ACCOUNTING

C. Joseph Coate, Ph.D., CPA, Chair

Faculty: S. Anders, Ph.D., CPA; C.J. Coate, Ph.D., CPA; C. Fischer, Ph.D., CPA;

M. Fischer, Ph.D., CPA; M. Kasperski, M.B.A., CPA; D. King, M.B.A., CPA;

B. McAllister, M.B.A., CPA; D. Swanz, LL.B., J.D.

DEPARTMENT OF FINANCE

Bryan C. McCannon, Ph.D., Chair

Faculty: C. Asaad, Ph.D.; G. Bootheway, M.A.; J. Mahar, Ph.D.;

B. McCannon, Ph.D.; D. Wilson, Ph.D.

DEPARTMENT OF MANAGEMENT

Todd S. Palmer, Ph.D., Chair

Faculty: P. Balthazard, Ph.D.; C. Case, Ph.D.; Z. Khairullah, Ph.D.; T. Moran, Ph.D.; T. Palmer, Ph.D.;

K. Premo, M.B.A.; J. Stevens, M.A.; C. Wittmeyer, Ed.D.

DEPARTMENT OF MARKETING

Paul G. Barretta, Ph.D., Chair

Faculty: P. Barretta, Ph.D.; D. Khairullah, Ph.D.; M. Russell, Ed.D.; K. Ryan, M.B.A.

*“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.

School of Business 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.

School of Business Values & Principles

In fulfilling our mission, we are guided by our Catholic faith and ever mindful of our Franciscan values, such as individual worth, concern for and service to others, pursuing knowledge for the “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.

OBJECTIVES

The School of Business will:

- prepare our undergraduate students to be managers and leaders by providing them with a curriculum based in the liberal arts. This curriculum includes study of moral and ethical values with respect for all persons; oral and written communication skills; technological skills; a global perspective; and, the opportunity to major in accounting, finance, management, or marketing. In addition, we will offer graduate programs that meet the needs of students in the markets that we serve – working professionals in the greater Southern Tier and Buffalo areas, and St. Bonaventure University undergraduates who wish to continue their studies with graduate business education;
- provide students with abundant opportunities for interaction with a faculty who have a blend of academic and professional experiences;
- provide instructional resources including modern classrooms and laboratories, library facilities, and technology to meet the needs of students and faculty;
- ensure that faculty have the credentials, continuing professional education, and resources available to be creative, highly qualified teachers;
- provide a system of advisement, development and placement of students that is consistent with the mission of service;
- provide abundant opportunities for interaction among all members of the University community, as well as alumni and business professionals;
- develop, implement and monitor a system of admitting and retaining students at both the graduate and undergraduate levels, consistent with the mission of the University and School, and the objective of producing quality graduates;
- recognize and emphasize the role of research and publication as part of each faculty member's responsibilities;
- provide structural mechanisms for initiating, supporting, developing, and sustaining intellectual activity by all faculty;
- work with the University's Franciscan Institute and other scholars in the academic community to explore the role of Franciscan values in the contemporary business world;
- promote intellectual openness, diversity, collaboration, and peer review among faculty;
- encourage faculty and students to be role models of compassionate service.

We are confident that these objectives will provide a strong foundation for faculty and students in their lifelong intellectual journey, their *bona venture*.

SCHOOL OF BUSINESS ACADEMIC POLICIES AND PROCEDURES

All St. Bonaventure University academic policies are applicable to students enrolled in the School of Business. Additionally, the following academic policies are applicable specifically to students who intend to major in any area of business:

- All business majors must enroll in University 101 during the first semester of the freshman year. Sections of the course will be specifically designated for business majors only and will be taught by School of Business faculty.
- Transfer students must complete one-half of the major requirements as well as a minimum of 45 credits at St. Bonaventure University.

Students not enrolled in a School of Business major are limited to a maximum total of 30 credit hours of business courses.

Bachelor of Business Administration with a Major in Accounting and 5-Year Program in Accounting (BBA/MBA)

The program in accounting provides students with a course of study designed to qualify them for careers in either public accounting, private accounting, or financial management. Two degree plans are available: the 120-hour BBA and the 5-Year (150-hour) BBA/MBA curriculum. The accounting BBA prepares students to work in a variety of accounting and business fields, tailored to their individual interests. The accounting 5-Year program prepares students for careers in public accounting, as well as higher level entry points into major banks, corporations, government agencies, and other organizations.

The 5-Year (150-hour) curriculum is registered with the New York State Department of Education. This registration entitles students who graduate from the accounting 5-Year program to be admitted to the Certified Public Accounting (CPA) examination. Interested students must apply for admission to the 5-Year program by December of their junior year. Inquiries about the 5-Year program should be directed to the chair of the Department of Accounting.

In addition, students who complete either the 120-hour or 150-hour programs qualify for admission to the Certified Management Accountant (CMA) examination.

All accounting majors are required to complete a minimum 400-hour, non-credit accounting internship as part of the degree requirements. Internships must be approved in advance by the School of Business Internship Director to qualify. Questions about the internship requirement should be addressed to the Internship Director.

REQUIREMENTS

ACCOUNTING COURSES REQUIRED FOR MAJOR	Credits
Introduction to Financial Accounting	ACCT 201 3
Introduction to Managerial Accounting	ACCT 202 3
Advanced Managerial Accounting	ACCT 308 3
Accounting Information Systems	ACCT 305 3
Intermediate Financial Reporting I & II	ACCT 361, 362 6
Introduction to Taxation	ACCT 310 3
Financial Statement Analysis	ACCT 420 3
Accounting Internship	ACCT 399 0
ACCT electives**	<u>12</u>
	TOTAL 36
OTHER REQUIRED BUSINESS COURSES	
Statistical Applications for Business	QMX 212 3
Business Information Systems	BIS 310 3
Management and Organizational Behavior	MGT 301 3
Principles of Marketing	MKT 301 3
Corporation Finance	FIN 301 3
Production and Operations Management	MGT 306 3
Business Law I	BLX 210 3
Business Policy	MGT 413 <u>3</u>
	TOTAL 24

NON-BUSINESS REQUIREMENTS

Intellectual Journey	CLAR 101	3
Composition and Critical Thinking	CLAR 110 & 111	6
CLAR Courses	CLAR 103-304	25
University Forum	CLAR 401	2
Microeconomic Principles	ECO 101	3
Macroeconomic Principles	ECO 102	3

Quantitative Reasoning

Finite Mathematics for Management & Social Sciences	MATH 121*	3
Calculus for Management & Social Sciences	MATH 122*	3
Introduction to Statistics	QMX 211	3

Technology and Communications

Introduction to Computers	IT 120	3
Advanced Oral and Written Communications or Advanced Composition	ENG 250 or 260	3
Non-business elective		<u>3</u>

TOTAL 60

TOTAL DEGREE REQUIREMENTS 120

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 101.....	3	MATH 122*	3
MATH 121*	3	ECO 101.....	3
CLAR 110.....	3	CLAR 111.....	3
ACCT 201	3	ACCT 202	3
Core Area Course/IT 120.....	3	IT 120/Core Area Course	3
UNIV 101.....	1		15
	16		

SECOND YEAR

ECO 102.....	3	ECO 102.....	3
QMX 211	3	QMX 211	3
ACCT 305	3	ACCT 305	3
Core Area Course.....	3	Core Area Course.....	3
MKT 301/MGT 301	3	MKT 301/MGT 301.....	3
	15		15

THIRD YEAR

ACCT 361	3	ACCT 362	3
ACCT 310	3	Non-Business elective.....	3
ENG 250 or 260	3	ACCT elective** (ACCT 404)	3
Core Area Course.....	3	Core Area Course	3
Core Area Course.....	3	MGT 306.....	3
	15		15

FOURTH YEAR

ACCT elective**.....	3	ACCT 420.....	3
ACCT elective**.....	3	ACCT elective**.....	3
BLX 210.....	3	MGT 413.....	3
Core Area Course.....	4	Core Area Course.....	3
CLAR 401.....	2	Core Area Course.....	6
ACCT 399.....	0		15
	15		

BBA/MBA students please see below and the previous page for the appropriate plans of studies for years 4 and 5.

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** Students pursuing the 5-year accounting program (dual degree BBA/MBA) must take ACCT 401, ACCT 404, ACCT 405, BLX 211, and FIN 401 or FIN 421. Students pursuing the BBA (not the five-year accounting program) may select ACCT electives from ACCT 401, ACCT 402, ACCT 403, ACCT 404, ACCT 405, ACCT 498, ACCT 499, BLX 211, BLX 402, BIS 335, BIS 420, FIN 312, FIN 321, FIN 401, FIN 402, FIN 410, FIN 421, FIN 422, FIN 461, MGT 322, MGT 330, MGT 422, MGT 430, and MGT 431. ACCT electives must be approved by the student's adviser and must include at least two courses with a prefix of ACCT.

5-Year Program – BBA/MBA

1. A “3+2” structure is used. All accounting majors follow the same plan of studies through the fall semester of their junior year. Students admitted to the five-year program take ACCT 404 in the spring of their junior year.

2. Students will apply for admission to the five-year program by December of their junior year. The criteria for admission to the program include satisfactory performance in undergraduate coursework, as determined by GPA, and on the Graduate Management Admissions Test.

3. The BBA degree and the MBA degree are awarded at the end of year 5.

YEAR 4 – BBA/MBA STUDENTS

<i>Fall..... Credits</i>	<i>Spring..... Credits</i>		
ACCT 401.....	3	ACCT 420.....	3
ACCT 405.....	3	Core Area Course/FIN elective**.....	3
BLX 210.....	3	BLX 211.....	3
Core Area Course/FIN elective**.....	3	Core Area Course.....	4
Core Area Course.....	3	CLAR 401.....	2
MBA 628.....	3	MBA 629.....	3
	18		18

YEAR 5 – BBA/MBA STUDENTS

MBA 613.....	3	MBA 610.....	3
MBA 611.....	3	MBA 612.....	3
MBA 614.....	3	MBA 635.....	3
MBA 633.....	3	MBA 649.....	3
	12		12

Bachelor of Business Administration with a Major in Business Information Systems

NOTE: St. Bonaventure University has **suspended admissions** to its Business Information Systems major. Students presently enrolled in the Business Information Systems major will be able to complete their academic program of study, requirements for which are included here for their benefit.

Computer-based information systems are transforming business practices, the economy and the world. Individuals proficient in the design, development and implementation of business information systems, including such areas as systems for the conduct of electronic commerce, are in tremendous demand, and the need for such skilled professionals is expected to continue to grow rapidly. Graduates of the program will be prepared for success in a wide variety of careers in the field of business information systems.

REQUIREMENTS

BUSINESS INFORMATION SYSTEMS COURSES REQUIRED FOR MAJOR

	<i>Credits</i>
Computer Science I	4
Computer Science II	4
Database Management Systems	4
Business Telecommunications	3
Systems Analysis and Design	3
E-Commerce	3
BIS Electives**	<u>9</u>
TOTAL	30

OTHER REQUIRED BUSINESS COURSES

Introduction to Financial Accounting	3
Introduction to Managerial Accounting	3
Business Law I	3
Statistical Applications for Business	3
Business Information Systems	3
Principles of Management	3
Principles of Marketing	3
Corporation Finance	3
Production and Operations Management	3
Business Policy	<u>3</u>
TOTAL	30

NON-BUSINESS REQUIREMENTS

Intellectual Journey	3
Composition and Critical Thinking	6
CLAR Courses	25
University Forum	2
Microeconomic Principles	3
Macroeconomic Principles	3

Quantitative Reasoning

Finite Mathematics	MATH 121*	3
Calculus for Management	MATH 122*	3
Introduction to Statistics	QMX 211	3
Introduction to Computers	IT 120	3
Non-business electives		<u>6</u>
	TOTAL	60

TOTAL DEGREE REQUIREMENTS 120

PLAN OF STUDIES**FIRST YEAR**

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 101.....	3	MATH 122*	3
MATH 121*	3	ECO 101.....	3
CLAR 110.....	3	CLAR 111.....	3
ACCT 201	3	ACCT 202	3
IT 120	3	CS 131	4
UNIV 101.....	1		16
	16		

SECOND YEAR

ECO 102.....	3	MKT 301/MGT 301/FIN 301.....	3
QMX 211	3	MKT 301/MGT 301/FIN 301.....	3
CS 132.....	4	BIS 310	3
Core Area Course.....	3	QMX 212	3
MKT 301/MGT 301/FIN 301.....	3	Core Area Course	3
	16		15

THIRD YEAR

CS 243.....	4	BIS elective**	3
BIS 320/BIS elective**	3	BIS 335/BIS elective**	3
MGT 306.....	3	Core Area Course	3
BLX 210.....	3	Core Area Course	3
Core Area Course.....	3	BIS 410/Non-business Elective.....	3
	16		15

FOURTH YEAR

Clare College course.....	4	Core Area Course	3
Non-business elective	3	Core Area Course	3
BIS 320/BIS elective**	3	BIS 410/Non-business Elective.....	3
MGT 413.....	3	BIS 335/BIS elective**	3
	13	CLAR 401.....	2
			14

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** Business Information Systems Major Electives: ACCT 305, BI 308A, BIS 420, BIS 499, CS 244, CS 254, CS 256, CS 257, CS 341, CS 342 and CS 354.

Bachelor of Business Administration with a Major in Finance

The program in finance provides a balance between economic theory and accounting with concentration and emphasis on the monetary system and its relationship to the firm and financial management.

REQUIREMENTS

FINANCE COURSES REQUIRED FOR MAJOR		Credits
Corporation Finance	FIN 301	3
Econometrics for Finance	FIN 312	3
Money and Banking	FIN 321	3
Financial Institutions and Markets	FIN 322	3
Advanced Corporation Finance	FIN 401	3
Problems in Finance	FIN 402	3
Investments	FIN 421	3
Intermediate Financial Reporting I	ACCT 361	3
Finance electives**		<u>6</u>
		TOTAL 30
OTHER REQUIRED BUSINESS COURSES		
Introduction to Financial Accounting	ACCT 201	3
Introduction to Managerial Accounting	ACCT 202	3
Business Law I	BLX 210	3
Statistical Applications for Business	QMX 212	3
Management and Organizational Behavior	MGT 301	3
Principles of Marketing	MKT 301	3
Business Information Systems	BIS 310	3
Production and Operations Management	MGT 306	3
Business Policy	MGT 413	<u>3</u>
		TOTAL 27
NON-BUSINESS REQUIREMENTS		
Intellectual Journey	CLAR 101	3
Composition and Critical Thinking	CLAR 110 & 111	6
CLAR Courses	CLAR 103-304	25
University Forum	CLAR 401	2
Microeconomic Principles	ECO 101	3
Macroeconomic Principles	ECO 102	3
Quantitative Reasoning		
Finite Mathematics for Management & Social Sciences	MATH 121*	3
Calculus for Management & Social Sciences	MATH 122*	3
Introduction to Statistics	QMX 211	3
Introduction to Computers	IT 120	3
Non-business electives		<u>6</u>
		TOTAL 60
General Electives		<u>3</u>
TOTAL DEGREE REQUIREMENTS		120

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 101.....	3	MATH 122*	3
MATH 121*	3	ECO 101.....	3
CLAR 110.....	3	CLAR 111.....	3
ACCT 201	3	ACCT 202	3
Core Area Course/IT 120.....	3	IT 120/Core Area Course	3
UNIV 101.....	1		15
	16		

SECOND YEAR

ECO 102.....	3	MKT 301/MGT 301/FIN 301.....	3
QMX 211	3	MKT 301/MGT 301/FIN 301.....	3
Core Area Course.....	4	BIS 310	3
Core Area Course.....	3	QMX 212	3
MKT 301/MGT 301/FIN 301.....	3	Core Area Course	3
	16		15

THIRD YEAR

FIN 321	3	FIN 322.....	3
FIN 312	3	FIN 421.....	3
MGT 306.....	3	BLX 210.....	3
ACCT 361	3	Non-business elective	3
Core Area Course.....	3	Core Area Course	3
	15		15

FOURTH YEAR

FIN 401	3	FIN 402.....	3
FIN elective**	3	Core Area Course	3
CLAR 401.....	2	MGT 413.....	3
Core Area Course.....	3	General Elective.....	3
Non-business Elective.....	3	FIN Elective**	3
	14		15

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** FINANCE MAJOR ELECTIVES: Two courses or at least six credit hours required among: FIN 333, 410, FIN 422, FIN 461, FIN 498, FIN 499, ACCT 308, ACCT 362, ACCT 420, ECO 313, ECO 314

Bachelor of Business Administration with a Major in Management

The program in management provides students the opportunity to develop either a behavioral or quantitative emphasis in the areas of general management. Those desiring the quantitative emphasis are also provided the opportunity to minor in quantitative methods. NOTE: All MGT courses previously had the course catalog prefix of MSC.

REQUIREMENTS

MANAGEMENT COURSES REQUIRED FOR MAJOR		Credits
Management and Organizational Behavior	MGT 301	3
Production and Operations Management	MGT 306	3
International Management	MGT 310	3
Introduction to Management Science	MGT 322	3
Business Policy	MGT 413	3
Information and Decision Support Systems	BIS 420	3
Management Internship	BI 302A	3
Management Electives**		<u>9</u>
		TOTAL 30

OTHER REQUIRED BUSINESS COURSES		
Introduction to Financial Accounting	ACCT 201	3
Introduction to Managerial Accounting	ACCT 202	3
Business Law I	BLX 210	3
Statistical Applications for Business	QMX 212	3
Principles of Marketing	MKT 301	3
Corporation Finance	FIN 301	3
Business Information Systems	BIS 310	<u>3</u>
		TOTAL 21

NON-BUSINESS REQUIREMENTS		
Intellectual Journey	CLAR 101	3
Composition and Critical Thinking	CLAR 110 & 111	6
CLAR Courses	CLAR 103-304	25
University Forum	CLAR 401	2
Microeconomic Principles	ECO 101	3
Macroeconomic Principles	ECO 102	<u>3</u>

Quantitative Reasoning		
Finite Mathematics for Management & Social Sciences	MATH 121*	3
Calculus for Management & Social Sciences	MATH 122*	3
Introduction to Statistics	QMX 211	3
Introduction to Computers	IT 120	3
Non-business electives		<u>6</u>
		TOTAL 60

General Electives		<u>9</u>
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TOTAL DEGREE REQUIREMENTS 120

PLAN OF STUDIES

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 101.....	3	MATH 122*	3
MATH 121*	3	ECO 101.....	3
CLAR 110.....	3	CLAR 111.....	3
ACCT 201	3	ACCT 202	3
Core Area Course/IT 120.....	3	IT 120/Core Area Course	3
UNIV 101.....	1		15
	16		

SECOND YEAR

ECO 102.....	3	MKT 301/MGT 301/FIN 301.....	3
QMX 211	3	MKT 301/MGT 301/FIN 301.....	3
Core Area Course.....	3	BIS 310	3
Core Area Course.....	3	QMX 212	3
MKT 301/MGT 301/FIN 301.....	3	Core Area Course	3
	15		15

THIRD YEAR

MGT 322.....	3	MGT 306.....	3
MGT Elective**	3	MGT 310.....	3
BLX 210.....	3	Non-business elective	3
Non-business elective.....	3	Core Area Course	3
Core Area Course.....	3	General elective.....	3
	15		15

FOURTH YEAR

BI 302A	3	BIS 420	3
MGT 413.....	3	MGT elective**	3
CLAR 401.....	2	General elective.....	3
Core Area Course.....	4	Clare College course.....	3
MGT elective**	3	General elective.....	3
	15		15

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** Management Major Electives: Two courses or at least six credits required among: BIS 320, BIS 335, MGT 324, MGT 329, MGT 330, MGT 401, MGT 416, MGT 419, MGT 422, MGT 430, MGT 431, MGT 498, MGT 499, or BI 302B. Three additional credits required from any of the MGT electives above or ACCT 308, ACCT 305, ACCT 420, FIN 321, FIN 421, FIN 461, MKT 302, MKT 402, MKT 405 or BI 300A.

MANAGEMENT CONCENTRATIONS

Four concentrations are available to Management majors. A Management major wishing to declare one of these concentrations must complete the following 9 credits for their Management electives:

- Family Business: MGT 330 and 432; PSY 313
- Entrepreneurship: MGT 330, 430 and 431
- Global Business Management: MKT 405 plus two of: BLX 402, ACCT 403 or FIN 461
- Human Resource Management: MGT 401 and 402; PSY 310

Bachelor of Business Administration with a Major in Marketing

Marketing is concerned with the management of those activities which seek to identify customer needs and which design and direct a flow of products to satisfy consumer demand. It is the objective of the marketing program to develop a broad working knowledge of both the theory and practice of marketing. Program flexibility and adaptability to special interests is provided by electives within and outside the major.

REQUIREMENTS

MARKETING COURSES REQUIRED FOR MAJOR IN MARKETING		<i>Credits</i>
Principles of Marketing	MKT 301	3
Consumer Behavior	MKT 302	3
Advertising	MKT 306	3
Marketing Research	MKT 402	3
Case Applications in Marketing Management	MKT 410	3
Marketing Internship	BI 303A	3
Marketing Electives**		<u>12</u>
		TOTAL 30
OTHER REQUIRED BUSINESS COURSES		
Introduction to Financial Accounting	ACCT 201	3
Introduction to Managerial Accounting	ACCT 202	3
Business Law I	BLX 210	3
Statistical Applications for Business	QMX 212	3
Management and Organizational Behavior	MGT 301	3
Corporation Finance	FIN 301	3
Production and Operations Management	MGT 306	3
Business Information Systems	BIS 310	3
Business Policy	MGT 413	<u>3</u>
		TOTAL 27

NON-BUSINESS REQUIREMENTS

Intellectual Journey	CLAR 101	3
Composition and Critical Thinking	CLAR 110 & 111	6
CLAR Courses	CLAR 103-304	25
University Forum	CLAR 401	2
Microeconomic Principles	ECO 101	3
Macroeconomic Principles	ECO 102	3

Quantitative Reasoning

Finite Mathematics for Management & Social Sciences	MATH 121*	3
Calculus for Management & Social Sciences	MATH 122*	3
Introduction to Statistics	QMX 211	3
Introduction to Computers	IT 120	3

Non-business electives		<u>6</u>
	TOTAL	60

General Electives		<u>3</u>
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TOTAL DEGREE REQUIREMENTS 120

PLAN OF STUDIES

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 101.....	3	ECO 102.....	3
MATH 121*.....	3	QMX 211.....	3
CLAR 110.....	3	Core Area Course.....	3
ACCT 201.....	3	Core Area Course.....	4
Core Area Course/IT 120.....	3	MKT 301/MGT 301/FIN 301.....	3
UNIV 101.....	1		16
	16		

SECOND YEAR

ECO 102.....	3	MKT 301/MGT 301/FIN 301.....	3
QMX 211.....	3	MKT 301/MGT 301/FIN 301.....	3
Core Area Course.....	3	BIS 310.....	3
Core Area Course.....	3	QMX 212.....	3
MKT 301/MGT 301/FIN 301.....	3	Core Area Course.....	3
	15		15

THIRD YEAR

MKT 302.....	3	MKT 402.....	3
MKT 306.....	3	MKT elective**.....	3
MGT 306.....	3	BLX 210.....	3
Core Area Course.....	3	Core Area Course.....	3
Core Area Course.....	3	Core Area Course.....	3
	15		15

FOURTH YEAR

BI 303A	3	MKT 410	3
MKT elective**	3	MGT 413	3
MKT elective**	3	Non-business elective	3
CLAR 401	2	MKT elective**	3
Non-business elective	3	General elective	3
	14		15

* May substitute MATH 151 for MATH 121 and MATH 122. The remaining credits must be from non-business courses.

** Marketing Major Electives: Four courses or at least twelve credits required among: MKT 303, MKT 304, MKT 305, MKT 307, MKT 308, MKT 309, MKT 310 and MKT 311, MKT 405, MKT 407, MKT 498 or 499, BLX 401.

MINORS IN BUSINESS

The School of Business offers minors in nine different areas. Each minor is composed of a minimum of eighteen credit hours that offer students an opportunity to study a specific area of business in more detail.

Accounting: ACCT 201, 202 and four approved electives from ACCT 361, 362, 305, 308, 310, 401, 402, 403, 404, 405, 420 and BI 301A.

Business Administration (for non-business majors): Any 18 credits from courses with ACCT, BIS, BLX, ECO, FIN, MKT, MGT, or QMX prefixes, and/or BUS 101 or BUS 199. (Note: Some courses may have prerequisite requirements.)

Economics: ECO 101, 102, 313, 314 and two electives from the following: FIN 312, FIN 321, FIN 401, Phil 331 and ECO 498.

Finance: FIN 301, 321, 322, 401, 402, and 421. Students must fulfill prerequisites for FIN 301 and in addition must take MATH 122 or MATH 151 before beginning the requirements.

International Business: MGT 310 and MKT 405; six credits of any modern language at the 200 level or higher; and two three-credit-hour courses from among all University courses that are related to international or global studies; these courses must be approved by the minor adviser.

Management: MGT 301, 306, 310, 322, and two MGT electives.

Marketing: MKT 301, 302, 306 and three approved marketing electives.

Quantitative Analysis for Business: BIS 420, MKT 402, MGT 322, FIN 312 and two approved electives from the following: ACCT 361, ACCT 362, ACCT 420, FIN 401 or FIN 402.

Sports Management: ECO 101, FIN 333, MGT 329, MKT 309; one course from BI 309A, BLX 310 and MKT 310; and one three-credit course from among all University courses that focuses primary attention on sports.

NOTE: A 2.00 GPA is required. These courses may not be taken pass/fail and prerequisites must be met. Additional information on minors can be obtained in the office of the Dean of the School of Business or from the Registrar's office.

PRE-PROFESSIONAL STUDIES IN BUSINESS (FOR NON-MAJORS)

Students majoring in areas other than business who wish to augment their studies with foundational business courses may wish to include some of the courses listed below as part of their four-year academic experience. This opportunity should be of particular interest to non-majors who wish eventually to enroll in a graduate program in business. Those interested are encouraged, however, to check the specific requirements of the graduate programs to which they might apply.

ACCT 201	Introduction to Financial Accounting
ACCT 202	Introduction to Managerial Accounting
BIS 310	Business Information Systems
BLX 210	Business Law I
ECO 101	Microeconomic Principles
ECO 102	Macroeconomic Principles
FIN 301	Corporation Finance
MGT 301	Management and Organizational Behavior
MKT 301	Principles of Marketing
QMX 211	Introduction to Statistics
QMX 212	Statistical Applications for Business

NOTE: Students not enrolled in a School of Business major are limited to a maximum total of 30 credit hours of business courses.

SCHOOL OF EDUCATION

Joseph E. Zimmer, Ph.D., Dean
Mary Beatty, Administrative Assistant

Faculty: M. Adekson, Ph.D.; M. Beardsley, M.S.; P. Brawdy, Ed.D.; A. Brown, Ph.D.; N. Casey, Ed.D.; E. Cashing, M.A.; A. Dodge, Ph.D.; A. Fisher, Ed.D.; R. Garrison, Ph.D.; A. Hayslip, Ed.S.; C. Hunt, Ph.D.; P. Kenneson, Ed.D.; D. Lawrence-Brown, Ph.D.; D. McDonough, Ed.D.; W. Kipkemboi Rotich, Ph.D.; P. Scraba, Ph.D.; A. Silliker, Ed.D.; C. Sinesiou, M.A.; A. Sitter-Tompkins, M.S.Ed.; C. Siuta, Ph.D.; B. Trolley, Ed.D.; C. Watson, M.S.; K. Wieland, Ph.D.;
K. Zimmer, Ed.M.; J. Zimmer, Ph.D.; C. Zuckerman, D.Ed.

The University values preparing students for the teaching professions and through the School of Education accepts the responsibility of educating qualified teachers, counselors and administrators. The School offers undergraduate and graduate students an opportunity to pursue courses of study designed to provide the academic and professional requirements for entry into the education professions.

MISSION AND VISION

The St. Bonaventure University School of Education prepares innovative educators at the graduate and undergraduate levels. The Franciscan commitment to social justice through respect for diversity and the dignity and worth of the individual provides the foundation for our work with university students and school communities.

Our state and nationally accredited programs integrate theory with practice and meet rigorous academic and professional standards. Our collaborative and highly qualified faculty members guide candidates on their journey of professional and personal discovery.

Shared Vision

The School of Education prepares candidates who support schools and agencies in producing learners who will be contributors to the global community. To be successful, these learners must be literate, informed contributors who possess the knowledge and skills to function within a democratic society. The School of Education strives to produce educators who can meet the challenges of the 21st century learner.

GENERAL INFORMATION

The School's Department of Undergraduate Teacher Education administers degrees and programs that are registered in New York. Some programs lead to initial teacher certification; sport studies and childhood studies do not. Students may obtain a bachelor of science in elementary education, special education, physical education, childhood studies, or sport studies. Elementary education majors may choose an option leading to certification in Childhood Education (NY, grades 1-6), an option leading to dual certification in Childhood Education (NY, grades 1-6) and Children with Disabilities (NY grades 1-6), or an option leading to the dual certification in Childhood Education (NY, grades 1-6) and Early Childhood Education (NY, birth-grade 2). Students majoring in Physical Education are eligible for certification in New York (grades K-12).

All initial teacher preparation programs require coursework in both professional education studies and an academic area. Elementary education majors must complete an academic concentration of no fewer than 30 credit hours in a liberal arts area (English, Math/Science/Technology and Social Studies are the areas that allow students to complete the program in four years). Physical education majors complete their academic concentration in biology. This preparation in the concentration provides teachers with a well-rounded liberal arts background that supports their professional studies.

All teacher preparation programs require significant field experiences prior to the student teaching semester. Placements for tutoring, Field Block internships, internships and student teaching are administered through the Office of Field Services. The two semesters of Field Block (occurring during the two semesters immediately prior to student teaching) take place in Professional Development School (PDS) sites within a 70-mile radius of the University. The University has established classrooms in those PDS sites. Students are billed for costs related to participation in the PDS semesters. Students must provide their own transportation for field experiences and student teaching. The School of Education occasionally arranges bus transportation to sites for Field Block semesters when a site is at a considerable distance from campus. When transportation is provided to a PDS site, students must use the transportation provided.

It should be noted that induction into the teaching profession takes place over time. The School of Education teacher preparation programs provide experiences that build upon each other sequentially. Students in all teacher preparation programs complete courses required for certification that may not be applicable to other programs. For this reason, it is imperative that students declare their intent to major in these programs early in their college career. Making a decision to major in one of the teacher preparation programs late in one's college career can delay graduation.

MINOR IN SECONDARY EDUCATION

The minor in Secondary Education offered through the School of Education prepares students to be secondary teachers (Grades 7-12) in New York state in biology, chemistry, English, French, mathematics, physics, social studies, and Spanish. Students interested in completing this 37-credit certification program should contact Dr. Paula Kenneson in the School of Education at (716) 375-2177.

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 this office to arrange placement. The office also has a certification officer who assists students as they process certification applications for New York and will counsel candidates seeking out-of-state certification.

ADMISSION REQUIREMENTS

Students may declare their intent to major in one of the School of Education programs upon entry to the University. Formal admission to the programs occurs after two years. Students should note the specific requirements for their program and see an education adviser early to be certain that they are pursuing the correct sequence of courses.

In the teacher preparation programs, the professional sequence (Field Block) begins in either the first or second semester of junior year. At this juncture, called "Gate 1", students must meet all criteria listed below, apply for admission to a program, and complete a formal admission process before taking any courses in the Field Block sequence. A second evaluation and decision process (Gate 2) occurs prior to student teaching.

GATE 1 REQUIREMENTS

	ELEMENTARY EDUCATION or ELEM. ED./SPECIAL EDUCATION or EARLY CHILDHOOD	PHYSICAL EDUCATION
General	Declare an academic concentration	
GPA	Cumulative GPA of 2.8 and a major GPA of 3.0	Cumulative GPA of 3.0 and a major GPA of 3.0
Grades	2.0 or better in all EDUC, ECED and SPED courses, CLAR 110 & 111, MATH 111 & 112*	2.0 or better in all PHED courses; EDUC 210 or SPED 230; CLAR 110, 111; Math 107; BIO 101, 211, 212
Course Work Completed	Completion of minimum of 45 credit hours (exclusive of EDUC, ECED & SPED courses)	Completion of minimum of 45 credit hours (exclusive of EDUC & PHED courses)
Field Recommendation	Recommendation from field placements for EDUC 201,220	Recommendation from field placements for PHED 105
Faculty Recommendation	Two from education faculty	One from physical education & one from education faculty
Liability Coverage	Proof of professional liability insurance coverage and appropriate police/child abuse clearances	Proof of professional liability insurance coverage and appropriate police/child abuse clearances
Required Certifications		<ul style="list-style-type: none"> • CPR for Professional Rescuer • Lifeguarding • Water Safety Instructor

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

NY: Childhood Education 1-6

The elementary education undergraduate degree is registered in New York and accredited by NCATE, the National Council for Accreditation of Teacher Education..

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits*</i>		<i>Credits*</i>
Elementary Education	40	MATH 111 and 112.....	6
Includes 6 credit hours of reading		Social Studies	3
Special Education	12	Natural Science.....	3
Clare College/Gen Ed.....	36	Academic Concentration	30
Foreign Language	6	UNIV 101.....	1

*121 credit hours required for Elementary Education/Special Education degree. Courses may count in several categories. See below for specific courses in program.

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 110.....	3	CLAR 111.....	3
MATH 111.....	3	MATH 112.....	3
Core Area Course, HIST 201 or 202 or Concentration elective.....	3	Core Area Course or HIST 201 or 202	3
Foreign Language	3	Foreign Language	3
HIST 201, EDUC 201 or SPED 230.....	3	EDUC 201 or SPED 230	3
UNIV 101.....	1	Concentration elective	3
	Total 16		Total 18

SECOND YEAR

EDUC 210.....	3	CLAR 302/302L.....	4
Core Area Course.....	3	Core Area Courses	6
Core Area Course.....	3	Concentration electives	6
Natural Science.....	3		Total 16
Concentration electives	6		
	Total 18		

THIRD YEAR

EDUC 220.....	3	FIELD BLOCK 1	
SPED 440.....	3	EDUC 304.....	3
Core Area Courses	6	EDUC 310.....	3
Concentration electives	6	EDUC 312x.....	3
	Total 18	SPED 340.....	3
		EDUC 305.....	3
			Total 15

FOURTH YEAR

FIELD BLOCK 2		STUDENT TEACHING	
EDUC 401	3	EDUC 490.....	5
EDUC 425	3	EDUC 491.....	5
EDUC 430	3	SPED 460.....	3
Core Area Course.....	3	EDUC 099D	0
Concentration elective (if necessary).....	3		Total 13
CLAR 401.....	2		
	Total 14-17		

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester.

BACHELOR OF SCIENCE IN ELEM./SPECIAL EDUCATION

Leading to Dual Certification in

NY: Childhood Education 1-6/Students with Disabilities 1-6

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits</i>		<i>Credits</i>
Elementary Education	40	MATH 111 and 112.....	6
Includes 6 credit hours of reading		Social Studies	3
Special Education	18	Natural Science.....	3
Clare College/Gen Ed.....	36	Academic Concentration	30
Foreign Language.....	6	UNIV 101.....	1

*127 credit hours required for Elementary Education/Special Education degree. Courses may count in several categories. See below for specific courses in program.

FIRST YEAR

<i>Fall..... Credits</i>		<i>Spring..... Credits</i>	
CLAR 110.....	3	CLAR 111.....	3
MATH 111.....	3	MATH 112.....	3
Core Area Course, HIST 201 or 202 or		Core Area Course or HIST 201 or 202	3
Concentration elective.....	3	Foreign Language	3
Foreign Language.....	3	EDUC 201 or SPED 230	3
EDUC 201 or SPED 230.....	3	Concentration elective	3
UNIV 101.....	1		Total 18
	Total 16		

SECOND YEAR

EDUC 210.....	3	CLAR 302/302L.....	4
Core Area Course.....	3	Core Area Courses	6
Core Area Course.....	3	Concentration elective	6
Natural Science.....	3		Total 16
Concentration electives.....	6		
	Total 18		

THIRD YEAR

EDUC 220.....	3	FIELD BLOCK 1	
SPED 440.....	3	EDUC 304.....	3
Core Area Course.....	3	EDUC 310.....	3
Core Area Course.....	3	EDUC 312x.....	3
Concentration electives.....	6	SPED 340.....	3
	Total 18	Core Area Course.....	3
		EDUC 305.....	3
			Total 18

FOURTH YEAR

FIELD BLOCK 2		STUDENT TEACHING	
EDUC 401.....	3	DUC 490 or 491.....	5
EDUC 425.....	3	ED/SPED 490 or 491.....	5
EDUC 430.....	3	SPED 460.....	3
SPED 430.....	3	EDUC 099D.....	0
SPED 450.....	3		Total 13
CLAR 401.....	2		
	Total 17		

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester.

Elementary Education & Early Childhood Education

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION

Leading to Dual Certification in

NY: Childhood Education, 1-6 & Early Childhood Education, B-2

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits*</i>		<i>Credits*</i>
Elementary Education.....	40	MATH 111 and 112.....	6
Includes 6 credit hours of reading		Social Studies.....	3
Special Education.....	12	Natural Science.....	3
Early Childhood Education.....	6	Academic Concentration.....	30
Clare College/Gen Ed.....	36	UNIV 101.....	1
Foreign Language (1 year).....	6		

*127 credit hours required for Elementary Education degree with Early Childhood option. Courses may count in several categories. See below for specific courses in program.

FIRST YEAR

<i>Fall..... Credits</i>	<i>Spring..... Credits</i>
CLAR 110..... 3	CLAR 111..... 3
MATH 111..... 3	MATH 112..... 3
Core Area Course, HIST 201 or 202 or Concentration elective..... 3	Core Area Course or HIST 201 or 202 or Foreign Language 3
Foreign Language 3	EDUC 201 or SPED 230 3
EDUC 201 or SPED 230 3	Concentration electives 6
UNIV 101..... 1	Total 18
Total 16	

SECOND YEAR

EDUC 210..... 3	ECED 240 3
Core Area Course..... 3	CLAR 302/302L..... 4
Core Area Course..... 3	Core Area Course 3
Natural Science..... 3	Concentration electives 6
Concentration electives 6	Total 16
Total 18	

THIRD YEAR

EDUC 220..... 3	FIELD BLOCK 1
SPED 440..... 3	EDUC 304..... 3
Core Area Course..... 3	EDUC 310..... 3
Core Area Course..... 3	EDUC 312x..... 3
Concentration electives 6	SPED 340..... 3
Total 18	ECED 420 3
	EDUC 305..... 3
	Total 18

FOURTH YEAR

FIELD BLOCK 2	STUDENT TEACHING
EDUC 401 3	ED/ECED 490..... 5
EDUC 425 3	EDUC 491..... 5
EDUC 430 3	SPED 460..... 3
Core Area Course..... 3	EDUC 099D 0
Concentration elective 3	Total 13
CLAR 401..... 2	
Total 17	

NOTES: 1.) Field Block courses must be taken together in the same semester. 2.) Field Blocks 1 and 2 must be completed prior to student teaching. 3.) No additional courses may be taken during student teaching semester.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

NY: All levels

The physical education undergraduate degree is registered in New York only and students may only receive New York certification.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits*</i>		<i>Credits*</i>
Physical Education	70	Education/Special Ed.....	9
Biology.....	10	Clare College/Gen Ed.....	36
Foreign Language.....	3	Quantitative Reasoning.....	3

*133 credit hours required for Physical Education degree. Courses may count in several categories. See below for specific courses in program.

FIRST YEAR

<i>Fall..... Credits</i>	<i>Spring..... Credits</i>		
PHED 101.....	3	PHED 302.....	3
Core Area Courses.....	6	PHED 104.....	3
CLAR 101.....	3	PHED 105.....	3
PHED 301.....	3	BIO 101.....	4
CLAR 110.....	3	CLAR 111.....	3
Total	18	Total	16

SECOND YEAR

PHED 201.....	3	PHED 202.....	3
EDUC 210 or SPED 230.....	3	PHED Elective.....	3
PHED 203.....	3	BIO 212.....	4
BIO 211.....	4	PHED 107.....	3
PHED 102.....	3	Math 107.....	3
EDUC 099A.....	0	EDUC 099B.....	0
Foreign Language.....	3	EDUC 210 or SPED 230.....	3
Total	19	Total	19

THIRD YEAR

ELEMENTARY FIELD BLOCK	SECONDARY FIELD BLOCK		
PHED 312.....	3	PHED 304.....	3
PHED 303.....	3	PHED 308C.....	3
PHED 306.....	3	PHED 208.....	3
PHED 309A (fall or spring).....	3	Core Area Course or PHED 309A.....	3
PHED 311.....	3	Core Area Course.....	3
PHED 413B.....	3	Total	15
Total	18		

FOURTH YEAR

STUDENT TEACHING BLOCK		CLAR 401.....	2
PHED 490.....	5	CLARE 302 & 302L.....	4
PHED 491.....	5	Core Area Course.....	3
SPED 460.....	3	Core Area Course.....	3
EDUC 099D.....	0	Core Area Course.....	3
	Total 13		Total 15

NOTE: Elementary and Secondary Field Blocks must be completed prior to student teaching. Field Blocks may be rearranged depending on semester of student teaching.

*Proof of lifeguard certification required by the end of the second year.

GRADUATION REQUIREMENTS FOR ALL CERTIFICATION PROGRAMS

In order for students to graduate and/or be recommended for certification, all graduation and/or certification requirements must be completed satisfactorily. These include:

- Application for Graduation and Degree Audit (Registrar)
- Application for Graduation (School of Education evaluation)
- 3.0 GPA overall
- 3.0 GPA overall in all EDUC, PHED, ECED and SPED courses
- 2.0 GPA in academic concentration
- Minimum grade of C in all education, special education, early childhood or physical education courses
- Successful completion of Student Teaching
- Submission and presentation of satisfactory Professional Electronic Portfolio
- Successful completion of EDUC 099D – Cultural Diversity Workshop

CERTIFICATION REQUIREMENTS

In order for students to be recommended for certification, all certification requirements must be complete. Students submit their application to the Certification Officer at the University with evidence of the following:

For New York Certification:

- Passing scores on the required New York state certification exams*
 - Completion of the Child Abuse Prevention Seminar
 - Completion of the Safe Schools Workshop
 - An official transcript indicating degree completion
 - Completion of New York State fingerprinting
- * New York certification exams are being revised. See Office of Field Services.*

BACHELOR OF SCIENCE IN CHILDHOOD STUDIES

This major is designed for students who are interested in child development and education but do not intend to become classroom teachers. The major is designed based on the introductory courses in the Elementary Education major, but then incorporates a wide range of courses in education, sociology and psychology.

REQUIREMENTS & SUGGESTED COURSE SEQUENCE

	<i>Credits*</i>		<i>Credits*</i>
Core Area Courses	30	General electives	39
Composition & Critical Thinking I & II.....	6	Foreign Language	6
EDUC/SPED/CHST	21	Math (Math 111 & 112 suggested).....	6
Major electives.....	9	Social Studies (Amer. History suggested) .	3

FIRST YEAR

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 110.....	3	SPED 230.....	3
Foreign Language	3	Core Area Course	3
EDUC 201.....	3	Foreign Language	3
Elective	3	Elective	3
CLAR 101.....	3	CLAR 111.....	3
	Total 15		Total 15

SECOND YEAR

MATH 111.....	3	SPED 440.....	3
EDUC 210 or 250	3	EDUC 220/220L.....	3
Core Area Course	3	MATH 112.....	3
Electives	6	Core Area Course	3
	Total 15	Electives	6
			Total 15

THIRD YEAR

Major elective	3	CLAR 302/302L.....	4
Electives	9	Major elective	3
Core Area Course.....	3	Core Area Course.....	3
	Total 15	Electives	6
			Total 16

FOURTH YEAR

Major elective	3	Elective	3
Core Area Course.....	3	CHST 493.....	3
Electives	9	SPED 460.....	3
	Total 15	Core Area Course.....	3
		CLAR 401.....	2
			Total 14

GRADUATION REQUIREMENTS FOR CHILDHOOD STUDIES

In order for students to graduate, all degree requirements must be completed satisfactorily. These include:

- Application for Graduation and Degree Audit (Registrar)
- 2.0 GPA overall
- Successful completion of internship in Childhood Studies, professional electronic portfolio and internship presentation

BACHELOR OF SCIENCE IN SPORT STUDIES

The Bachelor of Science Degree in Sport Studies, offered by the Department of Physical Education, provides students with the opportunity to explore sport, movement disciplines, exercise and wellness within a trans-disciplinary curriculum. Currently, five cognate areas of specialization are available within this major. Building on required coursework and discrete electives in Physical Education, these cognate areas include: Human Development and Learning, Social Foundations of Sport, Human Movement Sciences, Sports Communication and Sports Management. The B.S. Degree in Sport Studies prepares students to work in the wellness, recreation and sport industries as well as gain admission to a range of graduate programs supporting practice and research in human performance and the allied health professions.

	<i>Credits</i>		<i>Credits</i>
Clare College/Gen Ed.....	36	PHED electives	15
Physical Education	21	General electives	21
Cognate Coursework	15	Quantitative Reasoning.....	<u>3</u>
Biology	12		Total 123

COGNATE COURSEWORK OPTIONS*

Human Development & Learning

- PHED 105: Early Childhood Motor Development
- PHED 209: Motor Learning
- PSYC 101: Introduction to Psychology
- PSYC 414: Sports & Exercise Psychology
- Humanities Course (see adviser)

Social Foundations of Sport

- PHED 310: Philosophies and Principles of Interscholastic Activities
- PHED 313: Women in Sports
- PHED 414: Social Theory of Sport
- Sociology course (see adviser)
- Additional course (see adviser)

Human Movement Sciences

- CHEM 101: General Chemistry I
- BIO 106: Biological Science
- BIO 291: Genetics
- PHYS 103: General Physics I
- PHED 309: Nutrition

Sports Communication

- JMC 101: Communication Today
- JMC 201: Reporter’s Narrative: Style
- JMC 202: Reporter’s Narrative: Craft
- JMC 312: Sports Writing
- JMC 322: Sports Communication

Sports Management

- FIN 333: Economics & Finance of Sports
- MGT 329: Intro to Sports Management
- MKT 309: Sports Marketing
- BI 309A or BLX 310: Sports Management Internship OR Sports and the Law

- MGT 301 or MKT 301: Management and Organizational Behavior OR Principles of Marketing

** Above courses may have prerequisites. Please consult your adviser for additional information.*

SUGGESTED COURSE SEQUENCE**FIRST YEAR**

<i>Fall</i>	<i>Credits</i>	<i>Spring</i>	<i>Credits</i>
CLAR 110.....	3	CLAR 111.....	3
CLAR 101.....	3	Core Area Course.....	3
PHED 101.....	3	BIO 101 (or BIO 106*).....	4
Core Area Course (or BIO 105*).....	3-4	PHED Elective.....	3
PHED elective.....	3	PHED 107.....	3
	Total 15-16		Total 16

SECOND YEAR

Core Area Course.....	3	Core Area Courses.....	6
BIO 211.....	4	General elective.....	3
Sport Studies cognate.....	3	BIO 212.....	4
PHED elective.....	3	PHED elective.....	3
Quant. Reasoning (varies by cognate).....	3		Total 16
	Total 16		

THIRD YEAR

CLAR 102.....	4	Core Area Course.....	3
PHED 312.....	3	PHED 314.....	3
Sport Studies cognate.....	3	PHED 208.....	3
PHED elective.....	3	Sport Studies cognate.....	3
Core Area Course.....	3	General elective.....	3
	Total 16		Total 15

FOURTH YEAR

PHED 413B.....	3	General electives.....	9
Sport Studies cognate.....	3	Sport Studies cognate.....	3
CLAR 401.....	2	PHED 415.....	3
General electives.....	6		Total 15
	Total 14		

** For Human Movement Sciences students*

GRADUATION REQUIREMENTS FOR SPORT STUDIES

All degree requirements must be completed satisfactorily to graduate. These include:

- Application for Graduation and Degree Audit (Registrar)
- Application for Graduation (School of Education evaluation)
- 2.0 GPA overall

RUSSELL J. JANDOLI SCHOOL OF JOURNALISM AND MASS COMMUNICATION

Founded in 1949 by Dr. Russell J. Jandoli (1918-1991)

Pauline W. Hoffmann, Ph.D., Dean

Faculty: K. DeSimone, M.B.A.; S. Jack, M.A.; M. Jones-Kelley, M.S.; Hyuksoo Kim, Ph.D.; R. Lee, Ph.D.; C. Mackowski, Ph.D.; C. McNall, J.D.; B. Valente, O.F.M., M.A., M.T.S.; P. Wieland, B.A.; D. Wilkins, Ph.D.; P. Vecchio, M.A.; K. Young, Psy.D.

The Russell J. Jandoli School of Journalism and Mass Communication at St. Bonaventure has a long and rich history of graduating students who excel in whatever field they enter. We concentrate on teaching our students how to gather, analyze and communicate information, and we do it within the context of a broad liberal arts background.

Virtually every occupation values those skills, and our graduates utilize them in a variety of professions – journalism, public relations, advertising, Internet enterprises, business, even law. Our professors have more than 400 years' experience in those areas and others.

We pride ourselves in weaving ethics into each of our courses because we believe the society we send our students into deserves the highest standards possible.

We emphasize developing competence in writing, editing and reporting applicable to the print and broadcast media. JMC majors have many opportunities to put theory into practice through such campus media outlets as The Bona Venture weekly newspaper, the SBU-TV campus TV station, SBU-TV sports, the WSBU-FM campus radio station, The Laurel literary magazine, The Bonadieu yearbook, and a host of campus organizations.

Strategic Communication & Digital Media, features a 12-credit course that offers students the opportunity to act as members/employees of an advertising/PR/marketing firm in an agency setting on campus. Strategic Communication and Digital Media has a sharp focus on digital and emerging media, ensuring that students receive exposure to cutting-edge communication channels and techniques, understanding how they're used and how they relate to traditional media.

The Russell J. Jandoli School of Journalism and Mass Communication at St. Bonaventure University will continue to be nationally recognized because of its ability to:

- provide a highly personalized academic experience to our students in journalism, mass communication and integrated marketing communications.
- attract faculty members who combine academic acumen and professional experience.
- ensure a curriculum that integrates ethics rooted in the Franciscan tradition while providing preparation for professional careers and graduate study.
- foresee the changing needs of students and deliberately develop classes and the use of technology consistent with those needs.

REQUIREMENTS

	<i>Credits</i>		<i>Credits</i>
Journalism/Mass Communication	40	University Forum.....	2
101, 110, 111, 140, 201, 202, 300, 410,		Math 107 or 135	3
499 and SC 220; JMC 305 or 399; plus		Composition & Critical Thinking.....	6
three JMC electives		Clare College (CLAR) courses.....	25
ENG 230 or THTR 201 or THTR 333	3	Modern Language*	3
ECO 101 or 102	3	General electives	<u>32</u>
Intellectual Journey.....	3		Total 120

*The modern language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language that will count as general electives.

MINOR

A minor for non-majors includes the completion of 21 credits distributed as follows: 12 credits of the four required courses of 110, 111, 201 and 202; plus 9 credits from JMC or Strategic Communication & Digital Media.

BACHELOR OF ARTS WITH A MAJOR IN JOURNALISM/MASS COMMUNICATION

FIRST YEAR

<i>Fall</i>	<i>Credit</i>	<i>Spring</i>	<i>Credit</i>
CLAR 101.....	3	CLAR 111.....	3
CLAR 110.....	3	Core Area Course.....	3
JMC 101.....	3	JMC 111.....	3
JMC 110.....	3	General elective.....	3
UNIV 101.....	1	JMC 140.....	1
Modern Language*	3	CLAR 103	3
	Total 16		Total 16

SECOND YEAR

JMC 201.....	3	JMC 202.....	3
General elective.....	3	General elective.....	3
SC 220.....	3	ENG 230 or THTR 201 or THTR 333	3
Core Area Courses	6	Core Area Course	3
	Total 15	ECO 101 or 102	3
			Total 15

THIRD YEAR

JMC elective.....	3	JMC 305 or 399.....	3
CLAR 302/302L	4	JMC 410.....	6
General elective.....	1	JMC 300.....	3
MATH 107 or 135**	3	Core Area Course	3
Core Area Course.....	3		Total 15
	Total 14		

FOURTH YEAR

CLAR 401.....	2	JMC elective.....	3
JMC 499.....	0	General electives	12
General electives.....	9		Total 15
JMC elective.....	6		
	Total 14		

*The modern language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses. Those additional courses will count as general electives.

**The School of Journalism and Mass Communication requires MATH 107 or MATH 135 to satisfy the University’s Quantitative Reasoning requirement.

NOTE: Students must complete internship requirements totaling 400 hours both on and off campus under the guidance of the JMC internship coordinator. Transfer students must complete 100 hours for each year they are on campus.

BACHELOR OF ARTS WITH A MAJOR IN STRATEGIC COMMUNICATION & DIGITAL MEDIA

REQUIREMENTS

<i>Credits</i>	<i>Credits</i>
Strategic Communication	27
SC 210, 220, 301, 302, 303, 497, 499	
and two electives	
JMC courses (101, 110, 111, 140, 399) .	13
Intellectual Journey.....	3
University Forum.....	2
Math 107 or 135.....	3
Composition & Critical Thinking	6
Core Area Courses	25
Modern Language*.....	3
Political Science (POLS 103, 203 or 330).3	
Business (MKT 301, 302, MGT 301	
and either ECON 101 or 102)	12
General Electives.....	<u>23</u>
	120

*The modern language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses in language that will count as general electives.

FIRST YEAR

<i>Fall</i> Credits	<i>Spring</i> Credits
CLAR 101.....3	CLAR 111.....3
CLAR 110.....3	Core Area Course.....3
JMC 101.....3	JMC 111.....3
JMC 110.....3	JMC 140.....1
UNIV 101.....1	General elective.....3
Modern Language*.....3	SC 2103
Total 16	Total 16

SECOND YEAR

SC 220.....3	SC 302.....3
General elective.....3	General elective.....3
Math 107 or 135**.....3	POLS 103, 203 or 330.....3
MKT 301.....3	Core Area Course.....3
SC 301.....3	JMC 399.....3
Total 15	Total 15

THIRD YEAR

MGT 301.....3	SC 497 ***.....6
Core Area Courses.....6	Core Area Course.....3
MKT 302.....3	SC Elective.....3
SC 303.....3	SC Elective.....3
Total 16	Total 15

FOURTH YEAR

CLAR 401.....2	Core Area Course.....3
CLAR 302, 302L.....4	General Electives.....12
ECON 101 or 102.....3	Total 15
General Elective.....3	
SC 499.....0	
Core Area Course.....3	
Total 15	

*The modern language must be at the level of 202 or higher. Students not prepared to begin at this level will need to take additional courses. Those additional courses will count as general electives.

**The School of Journalism and Mass Communication requires MATH 107 or MATH 135 to satisfy the University's Quantitative Reasoning requirement.

***All Strategic Communication & Digital Media majors must complete 400 internship hours in order to graduate with a B.A. in Strategic Communication & Digital Media. Of those, 100 hours will be obtained by work done in the Stalwart Group; 100 hours may be obtained by participating in on-campus media; and 200 (or 300, if no on-campus media hours are earned) must be obtained through off-campus internships. Transfer students must complete 100 hours for each year they are on campus.

COURSE DESCRIPTIONS

ACCOUNTING (ACCT)

ACCT 201. Introduction to Financial Accounting

A fundamental course that presents accounting as the language of business and defines basic assumptions, principles and concepts. The objective of the course is to learn the basic concepts related to the preparation and analysis of financial statements. 3 credits. Fall and Spring.

ACCT 202. Introduction to Managerial Accounting

The primary objective of this first course in managerial accounting is for students to learn about managerial accounting as a support system for business decisions. The course will introduce students to the basics of managerial accounting information; explain its use in costing products and services; and explain its use in decision making, planning and controlling the business environment. Prerequisite: ACCT 201. 3 credits. Fall and Spring.

ACCT 305. Accounting Information Systems

An introduction to accounting information systems utilizing basic information systems theory. Systems analysis and design techniques and systems auditing methods will be used to evaluate accounting systems in use in industry today. Software will be used in a lab setting to provide "Real World" experiences. Topics include a discussion of accounting transaction cycles, internal computer accounting controls, computer crime, systems auditing, systems analysis and design, and business ethics. A total systems approach will be used throughout the course. Prerequisites: IT 120 & ACCT 201. 3 credits. Fall.

ACCT 308. Advanced Managerial Accounting

A comprehensive survey of current issues and concepts involved in management accounting. Topics will encompass issues applicable to all types of organizations, including manufacturing, merchandising, service and not-for-profit organizations. Product and service costing, cost allocation methods and business decisions using cost data comprise

the course requirements. ACCT 201 & 202. 3 credits. Spring.

ACCT 310. Introduction to Taxes

An analytical study of the federal income tax statutes and regulations relating to the taxation of individuals, partnerships, and corporations. Topics of discussion will include general concepts of gross income, business and non-business deductions, tax accounting methods and taxable periods, and gains and losses on dispositions of property. Students will prepare individual tax returns and engage in tax research projects related to course topics. Prerequisite: ACCT 201. 3 credits. Fall.

ACCT 360. Fraud Examination

This course takes a theoretical and practical focus on the detection, investigation and prevention of financial statement (management) fraud and occupational (employee) fraud including embezzlement, white-collar crime, and corruption. Topics include the evaluation of internal control systems, fraud investigation methods, accounting systems and cycles, the detection of fraud, accounting principles, fraudulent financial statement schemes, and auditor-fraud examiner responsibilities. The course also reviews the Sarbanes-Oxley Act and Statement on Auditing Standards No. 99 as it represents critically important fraud-related legislation and directives. The ultimate purpose of this course is to make students aware of how fraudulent activities are committed and the methods that can be utilized in preventing and detecting them. Prerequisites: ACCT 202. 3 credits. On occasion.

ACCT 361. Intermediate Financial Reporting I

First of a two-semester sequence studying the accounting theory and principles applied in the preparation of financial statements under both US GAAP and IFRS. This course studies the following topics: cash, receivables, inventories, long-lived assets & depreciation, financial instruments and revenue recognition. Prerequisites: ACCT 201 & 202. 3 credits. Fall.

ACCT 362. Intermediate Financial Reporting II

A continuation of ACCT 361, this course largely studies topics related to liabilities and equity. Examples of these topics are bonds, deferred taxes, pensions, leases, and earnings per share. Prerequisite: ACCT 305 & ACCT 361. 3 credits. Spring.

ACCT 399. Accounting Internship

A practical on-the-job experience in the area of Accounting whereby students are employed by organizations in an environment that will supplement their formal education. Each internship is individually arranged and must be approved in advance by the internship director and the student's adviser. Internships may be taken during the school year or during the summer months. Students are evaluated by the organization for which they worked. All accounting majors are required to complete a minimum 400-hour, non-credit internship as part of the degree requirements. Internships are graded on the P, F system. 0 credits.

ACCT 401. Advanced Financial Reporting

A comprehensive study of business combinations and consolidated statements with special emphasis given to accounting for acquisitions through purchase and pooling of interests. Also, foreign operations, financial reporting for industry segments and interim financial reporting will be covered. Prerequisite: ACCT 362. 3 credits. Fall.

ACCT 402. Special Accounting Areas

This course studies: accounting for state and local governments, partnerships, college and university accounting, hospital accounting, VHW accounting, corporate reorganizations and liquidations, and estates and trusts. Prerequisite: ACCT 362. 3 credits. On occasion.

ACCT 403. International Accounting

A study of accounting from an international viewpoint. This course will cover the development of various accounting methodologies, reporting standards, taxation concepts, auditing environments, performance evaluation techniques, and corporate governance concerns. Particular emphasis is placed on similarities and differences between U.S. GAAP and IFRS. The course includes several case assignments to allow students to apply their acquired knowledge. Prerequisite: ACCT 201. 3 credits. Spring every 3 years.

ACCT 404. Advanced Taxes

A study of federal tax laws concerning advanced individual taxation concepts, business entities and their owners, and acquisition and disposition of property. A particular emphasis is placed on the tax concept of basis. Students will prepare entity tax returns and engage in tax research and tax planning projects related to course topics. Prerequisite: ACCT 310. 3 credits. Spring.

ACCT 405. Auditing

The theory and practice of the verification of accounting records in order to formulate an opinion on the fairness of financial statements will be studied. Attention will be given to auditing standards and procedures, internal control, audit sampling, professional ethics and the legal responsibilities of the accountant. Prerequisites: ACCT 308 and 362. 3 credits. Fall.

ACCT 420. Financial Statement Analysis

This course is the accounting capstone course. As such it emphasizes using accounting information for effective decision making. This course includes topics in not-for-profit accounting from the government and non-government sectors. It also includes advanced coverage of financial statement analysis. Students will further develop analytical and communication skills to demonstrate an understanding of and ability to communicate complex financial reporting issues. Prerequisites: Acct 362 and senior standing. 3 credits. Spring.

ACCT 498. Independent Study and Research

Research in selected topics in accounting under the supervision of a faculty member, designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits. On occasion.

ACCT 499. Special Topics

A well-defined course of study in specific topics in accounting that go beyond the regular course offerings.

ARABIC (ARBC)

ARBC 101-102. Elementary Arabic

The fundamentals of the script and grammar of Modern Standard Arabic. Seeks to develop

students' proficiency and communication in listening, speaking, reading and writing. Students are also introduced to Egyptian Colloquial Arabic for conversational purposes. Prerequisite for 102: 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ARBC 201-202. Intermediate Arabic

Continues to develop language proficiency in Modern Standard Arabic. Focus is on the acquisition of more complex grammatical structures, expanding vocabulary, and on developing conversational competence in Egyptian Colloquial Arabic. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ARBC 301-302. Advanced Intermediate Arabic

Advanced language study in reading and writing Modern Standard Arabic, using a variety of historical, literary and culturally oriented materials. Approximately half of the course is devoted to developing facility in Egyptian Colloquial Arabic for conversational purposes. Prerequisite: 202 and 301 respectively, equivalent, or permission of instructor. Six credits. Fall and Spring.

ARBC 335. Special Topics in Arabic: Language

Directed reading and research in topics dealing with Arabic language. 1-6 credits. Prerequisite Arabic 302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

ARBC 435. Special Topics in Arabic: Literature and Culture

Directed reading and research in topics dealing with Arabic cultures. 1-6 credits. Prerequisite Arabic 302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

ART HISTORY (ARTH)

ARTH 101. Survey of Western Art I

This course introduces the material cultures of early western civilizations and peoples, covering developments in painting, sculpture, and architecture from prehistory through the Middle Ages. Art and architecture from, e.g., the Stone Age, Near East, Egypt, Aegean,

Greece, and Rome, will be presented, as well as from the early Christian, Byzantine, Islamic, Medieval, and Gothic traditions. Lectures and discussions will focus upon the way that art reflects culture, and is informed by social, political, and religious influences. 3 credits.

ARTH 102. Survey of Western Art II

This course examines artistic expression in Western civilization, beginning with the Renaissance and ending with the Modern period, while being attentive to the role of the artist in the history of art. Lectures and discussions will present major works and artists, and will also focus upon the way that art reflects culture, and is informed by social, political, religious, economic, and geographical influences. 3 credits.

ARTH 103. Survey of Western Art III

This course is an introduction to art from around the world, which covers the history of three geographic regions that have historically been categorized as "Art of the Non-Western Traditions" – Africa, Pre Columbian/ Indigenous Arts of Meso – and North America, and the Art of the South Pacific/Oceania. The emphasis of the course is to develop an awareness, understanding, and appreciation of various art forms from cultures scattered around the world that have existed for thousands of years, representing multiple distinct lines of development. 3 credits.

ARTH 201. Classical Myth in Art and Literature

Although pagan worship officially ended under the Roman Empire in the 4th century AD, classical mythology remains an important part of cultural literacy in the West, its popularity sustained by art, literature, and film. The course, comprising lectures accompanied by occasional slide presentations, will give an introduction to the principal myths of the ancient Greeks and Romans and to their heroes and pantheons. Selections from classical sources such as Hesiod, Euripides, and Ovid will be read (in translation), and stylistic developments in ancient art will be emphasized, along with the analysis of mythological subjects in art. 3 credits.

ARTH 202. Archaeology of Ancient Sport

The impulse to engage in sport emerged early in human history, and athletic competition was established (and remains) as a universal and

fundamental aspect of human nature and socialization. The course surveys the material evidence for ancient sport, from the combat-sports of Mesopotamia and the Near East, to the Olympic games of ancient Greece (which will receive special emphasis), to the spectacles of the Roman arena. Lectures will include the material evidence for ancient sport, and will convey the details and variety of ancient athletic contests and spectacles, situating the various sporting activities within their social, historical, and cultural contexts. 3 credits.

ARTH 231. Japanese Woodblock Prints

This course will explore the genre of Japanese woodblock prints, known collectively as ukiyo-e, which literally means “pictures of the floating world,” a reference to the world of pleasures in urban Edo (present day Tokyo) during the Edo period (1603-1868). The development of the ukiyo-e prints in the 17th century, in the “Golden Age” of the late 18th and early 19th century, and in the decadence period of the 19th century will be traced. Various subjects will be examined such as the courtesans, popular actors, warriors and heroes, ghost stories, court classics, parody, shunga (erotic prints) and landscapes. Lectures will focus on the printing methods, the artistic style of individual artists and their particular school, the relationships between artists and publishers, patronage, the commercial system of distribution and circulation, and government censorship. The course will demonstrate how Japanese literature, theater, poetry and manga (comics) are relevant to the world of ukiyo-e. 3 credits.

ARTH 232. Japanese Film

This course examines the history and aesthetics of Japanese film, focusing on the ways in which Japanese film responded to, and developed independently of, American cinema. The work of the three greatest Japanese directors – Yasujiro Ozu (1903-1963), Kenji Mizoguchi (1898-1956), and Akira Kurosawa (1910-1998) will be emphasized, focusing on recurring narratives, themes, styles, and aesthetic traditions. The work of some modern and contemporary filmmakers will also be studied, compared, and contrasted to earlier traditions. 3 credits.

ARTH 234. Art of the Northwest Coast

This course is an introductory survey of the arts of the indigenous peoples of the Northwest Coast of North America, primarily of southern Alaska, British Columbia, Canada and the states of Washington and Oregon. The diversity and evolution of the basic art forms found in Northwest Coast art, from prehistoric to contemporary times, will be studied, with a focus on the function and meaning of the art in cultural and ceremonial contexts. The role of native artists of the Northwest Coast in expressing and maintaining a cultural and artistic identity also will be considered. 3 credits.

ARTH 301. Greek Art and Archaeology

The course examines the vase painting, sculpture, architecture, and other archaeological materials from ancient Greece, from the Bronze Age to the end of the Hellenistic Period. Emphasis will be placed upon stylistic analyses. Included are works from Crete, the Cyclades, the Greek mainland, and Greek colonies. 3 credits

ARTH 302. Roman Art and Archaeology

The course examines the painting, sculpture, architecture, and other archaeological materials of Italy and the Roman Empire from the time of the Etruscans to Constantine the Great. Emphasis will be placed upon the political and social role of art and architecture in ancient Rome, the dissolution of classical art, and the formation of medieval art. 3 credits.

ARTH 303. Medieval and Byzantine Art and Architecture

The course examines the painting, sculpture, mosaics, illuminated manuscripts, architecture, and other material culture, from the advent of Christian art to the fall of the Byzantine Empire. Particular emphasis will be placed upon the development of regional styles in art, and upon the changing architecture of Christian churches. 3 credits.

ARTH 310. Renaissance and Baroque Art

This course is a study of the history of the development of major and minor arts from the Early Renaissance through the 18th century, exploring the work of individual artists, and observing the changing role of the artist in

society. Systems of art patronage will be explored, and the aesthetics of the given period or style will be assessed. 3 credits.

ARTH 311. 18th and 19th Century Art

This course will examine particular art movements from the 18th and 19th centuries, including Rococo, Neoclassicism, Romanticism, Realism, Impressionism, Post-Impressionism, and Symbolism. Special attention will be paid to observing how, and understanding why, art, in its appearance, patronage, and reception, changed fundamentally in this period. 3 credits.

ARTH 321. Aesthetics

The course provides an introduction to the problems of aesthetics and the philosophy of art as treated by traditional and contemporary authors. Although topics vary, they typically include inquiries into: the concept of beauty, the nature and value of art, the aesthetic experience, and the evaluation and criticism of works of art. 3 credits.

ARTH 322. Contemporary Issues in Art

This course examines developments in art, beginning in the 20th Century, and exploring the formation of Modern and Post-Modern art movements, including the avant-garde and current art media. 3 credits.

ARTH 323. Women Artists, Then and Now

The course examines the lives, careers, and achievements of women artists and the related cultural environments from the Middle Ages to contemporary times in Europe and America; the Feminist movement beginning in the 1970s; and specifically feminist issues in art that are becoming widespread in artistic culture. The creative powers of women as consumers, producers, critics, supporters, objects, and subjects of "art" will be considered. To understand the work and the careers of women artists, one must be concerned with the art objects themselves, with the artists' lives and experiences, and with the social and political conditions in which their art has been produced, consumed, and evaluated. 3 credits.

ARTH 325. Art and Religion

The arts have been an important channel of religious expression from the ancient cave dwellers to the present. This course examines the role played by the arts in the Christian

tradition and the modern secular world. The first part of the course focuses on the varied uses of music, painting, sculpture, etc., in the life and liturgy of the church, including theological interpretations of the role of art in liturgy. The second part examines the spiritual power of contemporary secular forms of art. 3 credits.

ARTH 330. Asian Art

The course surveys the visual arts and architecture of Asia, focusing on India, China, and Japan, from prehistory to the present. Special attention will be given to placing the arts within their historical and cultural context, with particular emphasis on the relation between art and religion, including Hinduism, Buddhism, Daoism, Confucianism and Shintoism. Painting, sculpture, architecture, ritual objects, ceramics and other visual forms will be examined in relation to specific historical stages and political contexts. 3 credits.

ARTH 331. Japanese Art and Culture

This course is a survey of the art and visual culture of Japan, focusing on the development of the pictorial, sculptural, and architectural traditions from prehistory to the present. Topics to be investigated will include Buddhist painting, sculpture, architecture, narrative hand-scrolls, and ink paintings. Also included are the arts related with the Zen sect; the diverse traditions of the Edo period, as well as woodblock prints, ukiyo-e, and the development of arts of the Meiji, Taisho and Showa periods. 3 credits.

ARTH 332. Native American Art

This course is an introductory survey of the history of art and visual culture of the indigenous peoples of North America. The diversity of media, forms, and contexts from prehistory to the present day will be examined. Various art forms will be covered from sculpture, painting, pottery, beadwork, printmaking, glasswork and photography to performance and installation art. 3 credits.

ARTH 380. Museum Studies: Proseminar

The course is an introduction to the modern museum presented in three parts: (1) a general introduction to museums; (2) a practical survey of how museums function (regarding exhibitions; collections; management; museum-law; finance, etc.); and (3) a review of

some important topics currently under debate in the museum world and beyond. The course is conceived as a weekly proseminar, with lecturers speaking on a rotating (weekly) basis about their areas of expertise, in accord with the subject matter and assigned readings established on the syllabus. 3 credits.

ARTH 386. Museum Internship: Educational

The 'Museum Internship: Educational' course is designed as a practicum that focuses on involving the student in museum education programs, including a variety of community outreach initiatives and docentry. The internship requires a commitment of 150 hours per semester of enrollment. Attendance is mandatory. Interns are assigned work in aid of the educational of the QCA. The final project includes a portfolio of the intern's work during the semester. 3 credits.

ARTH 388. Museum Internship: Curatorial

The 'Museum Internship Curatorial' course is designed to include exposure to various aspects of museum work including collections, education/docentry and exhibitions. The internship requires a commitment of 150 hours per semester of enrollment. Attendance is mandatory. Interns are assigned work in aid of the curatorial of the QCA. The final project includes a portfolio of the intern's work during the semester. 3 credits.

BIOLOGY (BIO/BIOL)

BIO/BIOL 101. Fundamentals of Biology*

A human-oriented introductory course for non-science majors. Emphasis will be placed on the biological role of cell organization and function, integration of systems, inheritance of individual traits and the genetic basis of evolution. The laboratory will introduce a variety of investigational techniques used to study related problems at the cellular and organismal levels. Three hours lecture/1 laboratory per week. 4 credits. Fall and Spring.

BIO/BIOL 105. Biological Science I

The first half of a two-semester foundation course in biological science for science majors. The course includes a detailed examination of the cellular and molecular basis of life as well as introductions to modern molecular genetics, evolutionary theory, and the history of life on earth. The laboratory component of the course involves a practical examination of

the above topics with special emphasis on the scientific method as applied to biology and the writing of detailed laboratory reports. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO/BIOL 106. Biological Science II

The second half of a two-semester foundation course in biological science for science majors. The major emphases of this semester are animal biology, plant biology, and ecology. The form and function of animals and plants are examined on the molecular, cellular, organismal, and ecological levels. The laboratory component of the course involves a practical examination of the above topics with special emphasis on the scientific method as applied to biology and the writing of detailed laboratory reports. Three hours lecture/1 laboratory per week. Prerequisite: BIO 105 or BIO 101 with instructor permission. 4 credits. Spring.

BIO 110. Plants and Human Culture*

From foods, to medicines, to fibers, to building materials, plants serve a vital role in our lives. This course emphasizes how basic plant structure and function interfaces with human existence. Special attention is given to multi-cultural approaches to the use of plant material. Laboratory exercises are designed to highlight practical applications of botany. This course cannot be used to fulfill elective credit requirements for the biology major. Two hours lecture/one laboratory per week. 3 credits. On occasion.

BIO 112. Human Ecology*

This course is designed for the liberal arts student who is interested in the relationship between humans and their natural environment. The integrative concept of humans as one species in a global ecosystem will be emphasized. Elementary ecological principles will be applied to such environmental problems as energy resources, land use, air and water pollution, and species extinction. We will seek solutions along multi-disciplinary lines, including economics, political science, and environmental ethics. No prerequisites. Three hours lecture per week. 3 credits. Fall and Spring.

BIO 208. Biology of Aging*

An introduction to aging from a developmental perspective. Current

understanding of cellular and organ systems will be used to explain conditions and diseases that typically appear in individuals as they become older. The key physiological and genetic theories of aging will be explored by comparing methods and consequences of modifying the aging process.

Prerequisite: Biology 101 or permission of instructor. 3 credits. On occasion.

BIO/BIOL 210. Plant Biology

An introduction to the anatomy, physiology, reproduction, ecology, and evolution of plants. This course is designed to heighten your appreciation for and increase your knowledge of the diversity and complexity of the plant kingdom. The greatest emphasis will be placed on the flowering plants and plants of local significance. Two hours lecture/ 1 laboratory per week. Prerequisite: Biology 105/106. 3 credits. Spring.

BIO/BIOL 211. Human Anatomy and Physiology-I*

A study of the structure and function of the human body. Special emphasis is placed upon correlating structure with function in an examination of the human body from the cell and cellular metabolism level to the complex systems level. The laboratory is correlated with lectures and includes exercises of cell and tissue structure and function and exercises covering and integrating the microscopic and gross anatomy of the integument, body membranes, skeleton, articulations, and muscles with their corresponding body functions. Prerequisite: Biology 101 or equivalent. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO/BIOL 212. Human Anatomy and Physiology-II*

A continuation of Biology 211 in which attention is given to the structure and function of biological integrating and control mechanisms and mechanisms for processing, transporting, secreting, and eliminating. Emphasis is given to body maintenance response to external and internal stress. Laboratory exercises cover nervous, endocrine, digestive, circulatory, respiratory and urinary structures and processes in maintaining homeostasis. Prerequisite: Biology 211 or equivalent. Three hours lecture/1 laboratory per week. 4 credits. Spring.

BIO 291. Genetics

A critical study of biological variation based on the molecular characteristics of genetic information. The course will cover the mechanisms of transmission genetics, the structural nature of nucleic acids, gene expression and its regulation and the role of mutational events in promoting evolutionary change. Prerequisite: Biology 105/106 or equivalent. Three hours lecture per week. 3 credits. Fall.

BIO 292. Cell Biology

A study of the features and functions of cells in prokaryotic and eukaryotic organisms. Subjects include cell structure and compartmentalization, protein synthesis and transport, cell reproduction, cell differentiation, cellular signaling mechanisms, and technologies used in cell biology. Prerequisite: Biology 105/106. Three hours lecture per week. 3 credits. Spring.

BIOL 293. Genetics and Cell Biology Laboratory

This course uses laboratory experiments to provide students experiential learning opportunities for many of the topics covered in Genetics (BIO 291) and Cell Biology (BIO 292). These topics include transmission genetics, genetic and cellular pathways, recombinant DNA technology, chromosome structure, and cellular function. 1 credit. One three-hour laboratory per week. Pre-requisite: BIO 105/106. Co-requisite: BIO 291 or BIO 292.

BIO 294. Genomics

An introduction to the fields of genomics, functional genomics, and proteomics. The course begins with a description of methods used for sequencing and analyzing genomes. We then explore what is known about the structure and functional organization of the genomes of prokaryotic and eukaryotic organisms. The course concludes with a discussion of the various approaches being used to determine the functions of individual genes, and how gene expression is regulated. In the laboratory, students use online databases and computational tools to explore and analyze genome sequences. Prerequisite: Biology 291. Two hours lecture/1 laboratory per week. 3 credits. Spring of odd years.

BIO 318-319. Research Participation I, II

A carefully supervised semester, or year, of organized and formal research on a specific problem to be determined by the student and the faculty adviser. Students will be admitted on a selective basis. A GPA of 2.7 in biology is required as well as permission of a faculty research adviser prior to registration. For successful completion, a research report which follows scientific protocol must be submitted and approved. 1-2 credits per semester Fall and Spring.

BIO/BIOL 321. General Microbiology

A study of the structure, growth, metabolism and ecology of microorganisms (viruses, bacteria, yeasts, molds, and protozoa). Approximately one-half of the lectures and laboratories are devoted to the study of pathogenic microorganisms. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Fall.

BIO/BIOL 331. Physiology and Anatomy of the Human – I

The first of a two-course sequence that studies the physiology and anatomy of the human body. The chemical and cellular bases for these sciences will be studied. The structure and correlated function of the integumentary, skeletal, muscular, digestive, endocrine and reproductive systems will be examined. The biological controls that result in the integration of these systems will be discussed. The laboratory will consist of the observation of organ system structures on the microscopic and gross anatomy levels. It will also use measurement techniques to quantitatively study physiological processes. Prerequisites: Biology 105/106, CHEM 301/L. Two hours lecture/1 laboratory per week. 4 credits. Fall.

BIO/BIOL 332. Physiology and Anatomy of the Human – II

This course is the second in a two-course sequence concerning the physiology and anatomy of the human body, and covers the structures and functions of the nervous, circulatory, respiratory, and excretory systems, and also the regulation of organismal metabolism and energy balance. Prerequisite: Biology 331. Three hours lecture/1 laboratory per week. 4 credits. Spring.

BIO/BIOL 341. Ecology

An evaluation of the fundamental interrelations between organism(s) and environment. Field trips will be used to illustrate these phenomena. Prerequisite: Biology 105/106 or the equivalent. Two hours lecture/1 laboratory per week. 3 credits. Fall.

BIO/BIOL 350. Neurobiology

An investigation of how electrochemical events in the brain enable humans and other animals to respond to environmental stimuli. We start with a detailed study of the properties of individual brain cells and the neurochemical and biophysical factors that modulate their activity. This is then applied to a discussion of (1) the processing of sensory input and motor output; (2) modulation of neural activity associated with moods, psychocactive substances, and states of consciousness; and (3) the mechanisms underlying learning, memory, development of the brain, and conscious experience. In the laboratory, we perform experiments using computer simulations of neuronal physiology and discuss recent developments in neurobiology in a case-study format. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Spring of even years.

BIO/BIOL 362. Animal Development

This course provides a detailed study of molecular and cellular control of embryonic and post-embryonic development in animals. Topics include fertilization, gastrulation, organogenesis, pattern formation, cell differentiation, and molecular signaling mechanisms in development. Evolutionary aspects of developmental biology and current research in the field will be addressed throughout the course. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Spring.

BIO/BIOL 371. Biochemistry

A study of the structures and functions of biomolecules, bioenergetics, major catabolic and anabolic pathways, and the fundamentals of molecular genetics. The laboratory familiarizes the student with biochemical phenomena and provides experience with important techniques used in biochemistry. Prerequisite: Biology 105/106 and Chemistry 302. Three hours lecture/1 laboratory per week. 4 credits. Fall.

BIO 390. Evolution

A detailed study of the fundamental principles of biological evolution, including natural selection; neutral theory; population-level evolutionary changes; molecular mechanisms of evolution; the role of morphological, behavioral, and molecular data in our understanding of evolutionary change; and methods of evolutionary research. The course will integrate classical conclusions with contemporary interpretations of evolutionary data, with emphasis placed on modern molecular-based methodologies. Prerequisite: Biology 291. Three hours lecture per week. 3 credits. Fall.

BIO 399. Biology Seminar

The seminar is intended for junior biology majors. Students will read and discuss in a seminar format a series of research papers from the biological literature, organized around a central theme. The themes will vary from semester to semester. Each student will be responsible for analyzing and presenting at least one paper during the course, along with weekly participation in group discussions. Prerequisite: Biology 105/106. 1 credit. Fall and Spring.

BIO/BIOL 403. Freshwater Ecosystems

A study of the aquatic ecosystems of the world with special emphasis paid to lakes and streams of Western New York. Topics include the biology of the major aquatic plants and animals, and the effects of pollution on the aquatic ecosystem. Biological samples and physical and chemical data are collected from area lakes and streams and will be analyzed as a part of the laboratory section of the course. Prerequisite: Biology 105/106 or equivalent and Chemistry 101/102. Two hours lecture/1 laboratory per week. 3 credits. Fall.

BIO/BIOL 406. Plant Development & Physiology

Growth, development and differentiation of plants are under the control of several interacting factors including chemical, physical and genetic ones. Various aspects of chemical, nutritional and environmental effects on plants will be emphasized. The laboratory will emphasize the experimental methods used to study the various phenomena. Prerequisite: Biology 105/106. Two hours lecture/1 laboratory per week. 3 credits. Spring.

BIO 418-419. Research Participation III, IV

A carefully supervised semester, or year, of organized and formal research on a specific problem to be determined by the student and the faculty director. Students will be admitted on a selective basis. A GPA of 2.7 in biology is required as well as permission of a faculty research adviser prior to registration. For successful completion a report which follows scientific protocol must be submitted and accepted by two faculty members. 1-2 credits per semester. Fall and Spring.

BIO 456-457. Senior-Faculty Colloquium in Biology

The colloquium is a series of meetings providing a more informal student-faculty interaction and exchange of ideas on biologically related subjects not normally covered in courses or that may have social, moral or philosophical implications beyond those routinely covered in the curriculum. This two-semester sequence is required of all seniors and is designed to satisfy the Comprehensive Examination requirement for biology majors. 0 credits. Fall and Spring

BIO 460. Biochemistry Seminar

This course will survey classic and current research papers in the areas of Cell and Molecular Biology. This fulfills the Comprehensive Examination requirement for students in the Biochemistry program. Prerequisite: Biology 466. 1 credit. Spring.

BIO/BIOL 466. Molecular Cell Biology

This course examines eukaryotic cells from the perspective of organelle ultrastructure and function, and the regulation of cell function through the differential expression of genes. Lecture topics include cell cycle, chromosome structure, mechanisms of gene regulation, the molecular biology of cancer and recombinant DNA technology. The lab component reinforces the lecture by emphasizing the experimental approaches to the study of cell structure and function. Prerequisite: Biology 371. 3 hours lecture/1 laboratory per week. 4 credits. Spring.

BIO/BIOL 472. Immunology

This course examines the molecular and cellular basis of humoral and cellular immunity. Antibody structure and function, the origin of

antibody diversity and the nature of cellular immunity are examined. Other topics include the role of the major histocompatibility complex in immunity, regulation of the immune system, manifestations of defective regulation (autoimmunity and hypersensitivities) and immunity to infectious agents. Prerequisite: Biology 371. 3 hours lecture/1 laboratory per week. 3 credits. Spring.

BIO/BIOL 490. Special Topics in Biology

The title and nature of this course will vary from semester to semester. The course will serve as an upper-level elective that focuses on a specific topic of Biology that is of special interest to a member of the department. The special topic and instructor will be announced prior to registration for the semester in which it is offered. 3 hours lecture/when appropriate, 1 hour laboratory per week. 3 credits.

**These courses may not be taken by biology or biochemistry majors for credit toward their major.*

BUSINESS INTERNSHIP (BI)

BI 300A-309A. Business Internship
A practical on-the-job experience whereby students are employed by organizations in an environment that enables them to supplement their formal, theoretical business education. Each internship is individually arranged and must be approved in advance by the internship director and the student's adviser. Internships may be taken during the school year or during the summer months. Students are evaluated by the organization for which they worked and by the submission of a descriptive paper by the student. Numbering is as follows:

BI 300A General Business Internship
BI 301A Accounting Internship
BI 302A Management Internship
BI 303A Marketing Internship
BI 306A Finance Internship
BI 308A Business Info. Systems Internship
BI 309A Sports Management Internship

Prerequisites: Internships are available to business majors or secondary concentrations in business who have successfully completed most of the basic business courses. 1-3

credits. (dependent upon duties and responsibilities of the internship plus the length of time worked). The maximum credit available for all Business Internships is six credits. Internships are graded on the P, D, F system. See Policy Note below.

BI 300B-308B. Advanced Business Internship

An additional, practical on-the-job experience whereby students are employed by organizations in an environment that enables them to supplement their formal, theoretical business education. Each internship is individually arranged and must be approved in advance by the internship director and the student's adviser. Internships may be taken during the school year or during the summer months. Students are evaluated by the organization for which they worked and by the submission of a descriptive paper by the student. Numbering is as follows:

BI 300B Advanced General Business Internship
BI 301B Advanced Accounting Internship
BI 302B Advanced Management Internship
BI 303B Advanced Marketing Internship
BI 306B Advanced Finance Internship
BI 308B Advanced Business Information

Prerequisites: Advanced internships are available to business majors or secondary concentrations in business who have taken the appropriate "A" internship. It is possible for a student to take the "A" and "B" level internships concurrently. 1-3 credits (dependent upon duties and responsibilities of the internship plus the length of time worked). The maximum credit available for all business internships is six credits. Internships are graded on the P, D, F system. See note below. Policy note: The number of business internships and small business practicum credits that a student may be able to apply to their degree requirements may be limited. Students should consult their major adviser.

BIOINFORMATICS (BIF)

BIF 401. Bioinformatics Seminar

This course explores recent research papers in the areas of Genomics, Bioinformatics, and Computational Biology, in a seminar format with student presentations. This course fulfills the Comprehensive Examination requirement for students in the Bioinformatics Program. Prerequisite: Biology 294. 1 credit. Fall.

BUSINESS INFO. SYSTEMS (BIS)

BIS 310. Business Information Systems

A survey and overview of modern business computer information systems. The course is the foundation course for study in the field of information systems. Students will be exposed to the historic, current and projected role of information systems as they affect organizations and society. Topics include system theory, system components, system analysis and design, telecommunications, database management, privacy, artificial intelligence, security, and new information technologies. 3 credits. Fall and Spring.

BIS 320. Business Telecommunications

An introduction to telecommunications and data communications. Topics include telecommunications terminology and concepts, telecommunications technology, local area networks, wide area networks, electronic mail and electronic data interchange. Emphasis is placed on aspects of telecomputing such as competitive advantage, security and privacy. Prerequisite: BIS 310. 3 credits. Every 2 years.

BIS 335. Systems Analysis and Design

This course is the BIS capstone course. The course provides an overview of systems theory. It addresses the techniques for systems analysis, testing and implementation. Special attention is given computer-based information systems used in the business environment. Prerequisite: BIS 310. 3 credits. Every 2 years.

BIS 410. E-commerce

An overview of electronic commerce and examination of its role in the business environment. The student will study the impact of e-commerce on business models and the functional areas of the organization. Topics include electronic commerce terminology, Web-based marketing, electronic data interchange, regulations, risks, and risk management. Security issues such as authentication, firewalls and payment mechanisms will also be explored. Prerequisite: BIS 310. 3 credits. Every 2 years.

BIS 420. Information and Decision Support Systems

An overview of management information and decision support systems. The course covers

computer resources, including hardware, software, data storage and management. User applications of a computer-based decision support system are covered. The course includes evaluation of hardware and software in the context of designing a business information system. Prerequisite: BIS 310 and status of senior management major who will be graduating within the next calendar year. 3 credits. Spring.

BIS 498. Independent Study and Research

Research in selected topics in business information systems under the supervision of a faculty member, designed to allow the student to probe specific interests that lie beyond the coverage normally found in regular course offerings. 1-3 credits. On occasion.

BIS 499. Special Topics

A well-defined course of study in specific topics in business information systems that go beyond the regular course offerings. 1-3 credits.

BUSINESS LAW (BLX)

BLX 210. Business Law I

An introduction to the law, looking at the nature, type and sources of law, and the judicial system. Contracts, the elements necessary to form them, performance required, and breaches and their remedies. Sales, title and risk of loss, warranties, performance, and remedies. Negotiable instruments, form transfer, holders in due course, defenses. 3 credits. Fall and Spring. (Note: Accounting majors who plan to sit for the CPA exam are encouraged to take this course in the fall semester of their fourth year.)

BLX 211. Business Law II

The forms of doing business, sole proprietorships, partnerships, limited liability companies, and corporations including the rights, powers, and duties of shareholders, directors and officers. The law of secured transactions, agency, fiduciary duty, corporate governance, Sarbanes-Oxley, surety ship, insurance, Securities Law, and professional responsibility. 3 credits. Spring.

BLX 310. Sports and the Law

Study of the main business areas of the law and the underlying legal principles as they relate to sports management and marketing environment. Special emphasis on contract law, intellectual property, anti-trust laws and real property ownership and liability. Prerequisite: Junior standing. 3 credits. Spring every other year.

BLX 402. Legal Environment of International Business

Understanding the different parameters in international business from the domestic rules is the starting point for a comparative analysis of legal systems. How and why we engage in international business dealings and an introduction to the regionalization of the world. Every 3 years. 3 credits.

BLX 499. Independent Study

Research in selected legal topics. This offering is designed to allow the student to probe areas of specific interest which lie beyond the coverage in regular course offerings. 1-3 credits. On occasion.

BUSINESS (BUS)**BUS 199/299. Special Topics in Business**

Each is a well-defined course of study targeting lower division students in a discussion of business topics that go beyond regular course offerings. 3 credits per course. Prerequisite: Permission of instructor.

CHEMISTRY (CHEM/CHML)**CHEM 101. General Chemistry I**

Three hours of lecture per week. This course covers the atomic theory of matter, stoichiometry, gases, thermochemistry, atomic and molecular structures. No prerequisites. 3 credits. Fall.

CHML 101. General Chemistry I Laboratory

Four hours of laboratory per week. This laboratory includes experiments designed to reinforce concepts taught in Chemistry 101. Corequisite: Chemistry 101. 1 credit. Fall.

CHEM 102. General Chemistry II

Three hours of lecture per week. A continuation of Chemistry 101. Topics covered include condensed phases and solutions, chemical kinetics, acid-base

chemistry, gas-phase and solution equilibria, oxidation-reduction reactions, and electrochemistry. Prerequisite: Chemistry 101. 3 credits. Spring.

CHML 102. General Chemistry II Laboratory

Four hours of laboratory per week. This laboratory includes experiments designed to

CHEM 201. Analytical Chemistry

Three hours of lecture a week. A study of the theory and techniques of quantitative analysis, including gravimetric, volumetric, potentiometric, spectrophotometric and chromatographic methods. Prerequisite: Chemistry 102. 3 credits. Spring.

CHML 201. Analytical Chemistry Laboratory

Four hours of laboratory a week. The analytical determinations use the main techniques considered in Chemistry 201. Corequisite: Chemistry 201. 1 credit. Spring.

CHEM 301. Organic Chemistry I

Three hours of lecture a week. This class integrates modern and classical theories of organic chemistry. Topics include structural formulas, equilibrium and rate concepts, stereochemistry, and reaction mechanisms of alkanes, alkenes, haloalkanes, alcohols, and phenols. Prerequisite: Chemistry 102. 3 credits. Fall.

CHML 301. Organic Chemistry I Laboratory

Four hours of laboratory a week. This laboratory course integrates the practical aspects of organic chemistry with theory. Experiments are designed to teach basic techniques of separation, purification and analysis, and to synthesize various functional groups discussed in Chemistry 301. Corequisite: Chemistry 301. 1 credit. Fall.

CHEM 302. Organic Chemistry II

Three hours of lecture a week. A continuation of Chemistry 301. The structure, properties and reaction mechanisms of aldehydes and ketones, carboxylic acids and their derivatives, amines, and aromatic compounds are discussed. A thorough introduction to structural analysis by NMR and IR spectroscopy is included. Prerequisite: Chemistry 301. 3 credits. Spring.

CHML 302. Organic Chemistry II Laboratory

Four hours of laboratory a week. A continuation of Chemistry 301L. Synthetic experiments correlate with topics in Chemistry 302. Prerequisite: Chemistry 301L. Corequisite: Chemistry 302. 1 credit. Spring.

CHEM 401. Physical Chemistry I

Three hours of lecture a week. A systematic application of physical and mathematical principles to chemical systems. Topics addressed include classical thermodynamics, equilibrium systems, and chemical kinetics. Prerequisites: Chemistry 102, Physics 104, Mathematics 152. 3 credits. Fall of alternate years.

CHML 401. Physical Chemistry I Laboratory

Four hours of laboratory per week. This laboratory includes experiments designed to reinforce concepts taught in Chemistry 401. Corequisite: Chemistry 401. 1 credit. Fall of alternate years.

CHEM 402. Physical Chemistry II

Three hours of lecture a week. Topics addressed include quantum theory, atomic and molecular structure, chemical bonding and spectra, and an introduction to statistical mechanics and chemical dynamics. Prerequisite: Chemistry 401. 3 credits. Spring of alternate years.

CHML 402. Physical Chemistry II Laboratory

Four hours of laboratory per week. This laboratory includes experiments designed to reinforce concepts taught in Chemistry 402. Corequisite: Chemistry 402. 1 credit. Spring of alternate years.

CHEM 427. Seminar in Chemistry

One hour a week. A lecture-discussion program devoted to current advances in chemistry and their relations to fundamental chemical principles. 0 credit. Spring.

CHEM 431. Instrumental Analysis

Three hours of lecture a week. A study of the theory and techniques of instrumental analysis, such as, potentiometry, polarography, spectroscopy, chromatography, mass spectrometry, NMR, and other advanced instrumental techniques. Prerequisite or Corequisite: Chemistry 401. 3 credits. Fall of odd years.

CHML 431. Instrumental Analysis Laboratory

Four hours of laboratory a week. Introduction to instrumental techniques such as UV-Vis, FT-IR, FT-NMR, Raman, Fluorescence, GCMS, LCMS, and electrochemical potentiometry and voltammetry. Corequisite: Chemistry 431. 1 credit. Fall of alternate years.

CHEM 441. Advanced Inorganic Chemistry

Three hours of lecture a week. A study of the basic models and concepts fundamental to inorganic chemistry and an introduction to the bonding, reaction mechanisms and spectroscopic properties of transition metal complexes. Prerequisite or Corequisite: Chemistry 401. 3 credits. Fall of alternate years.

CHEM 451. Advanced Physical Chemistry

Three hours of lecture a week. This course will focus on current topics in physical chemistry. Prerequisite: Chemistry 401. 3 credits. On occasion.

CHEM 470. Mechanisms in Biological Systems

Three hours of lecture a week. The well-established mechanistic principles of organic chemistry will be applied to chemical reactions occurring in vivo. Topics include the mechanisms for the metabolism of carbohydrates, fats, amino acids and secondary metabolites. Prerequisite: Chemistry 302. 3 credits. Spring of alternate years.

CHEM 480. Special Topics in Chemistry

An upper level/seminar course on a specific topic of special interest to a member of the department's faculty. The specific topic and instructor will be announced prior to registration for the semester in which it is offered. 2 or 3 credits. Fall or Spring.

CHEM 497. Work Experience

This course is designed to promote off-campus opportunities for students interested in broadening their undergraduate experience to include periods of paid employment, community service, travel or even independent study. All of the course requirements are handled by the student, the adviser, and the department chair 3-6 credits. On demand.

CHEM 498. Undergraduate Research

Original research is performed under the supervision of a faculty member; both library and laboratory work are expected.

Prerequisite: at least sophomore standing and consent of the faculty member involved. 1-3 credits. May be repeated for a maximum of 15 credits. Fall or Spring.

CHEM 499. Undergraduate Research

A continuation of Chemistry 498. A comprehensive written research report is required. 1-3 credits. Fall or Spring.

CHEM 4HP (1 and 2). Honors Project

A course which involves a two semester original laboratory project together with a comprehensive written report. Laboratory and library work along with consultation with the project director is required. Admission to this course is at the discretion of the Department of Chemistry. A preliminary evaluation by the Department of Chemistry meeting as a committee of the whole will be conducted approximately the first week in November. A final evaluation of the project and its results will be conducted in late March or early April. Prerequisite: Senior Chemistry. 3-6 credits (1=first semester; 2=second semester).

CHILDHOOD STUDIES (CHST)**CHST 493. Internship in Childhood Studies**

The internship is the culminating experience in the professional preparation for students majoring in Childhood Studies. The internship is a supervised learning experience in an approved setting. The internship will involve students in working with professionals in the field. The internship is designed by the student in collaboration with his/her adviser, the department chair and the Director of Field Services. Possible internship sites include museums, hospitals, camps, social service agencies, children's homes, crisis intervention services, schools (in non-classroom teaching settings) and community correctional programs. The student will design and implement a project to complete during the internship in collaboration with the site and university supervisor. Co-requisite: SPED 460. The internship requires a minimum of 75 hours field experience. 3 credits. Fall and Spring.

CHINESE (CHIN)**CHIN 101-102. Elementary Chinese**

The fundamentals of Mandarin Chinese pronunciation, vocabulary and grammatical structures. Seeks to develop oral and written proficiency through communicative methods and culturally oriented materials. Prerequisite for 102 is 101, equivalent or permission of instructor. 6 credits. Fall and Spring.

CHIN 201-202. Intermediate Chinese

Intermediate-level Mandarin Chinese grammar with continuation in the development of spoken and written Chinese, introduction to more complex grammatical structures, practice in conversation and study of cultural materials. Prerequisite: 102 and 201 respectively, equivalent, or permission of the instructor. 6 credits. Fall and Spring.

CLARE COLLEGE (CLAR/CLRL)**CLAR 101. The Intellectual Journey**

An introduction to the life of intellectual inquiry based on themes from Bonaventure's *The Mind's Journey into God*. By means of a seminar format, Clare College faculty and students engage in reflective discussion, informed by the Bonaventurian spiritual vision, of substantive issues posed by the human community. In this manner writing and thinking skills are developed, verbal expression is encouraged, and foundational questions are explored with a view toward integrating the CLAR courses. 3 credits.

CLAR 110. Composition and Critical Thinking I

The emphasis in this course is on exposition. Methods of development (narration, description, definition, and analysis) are explored by studying examples from the readings. At the end of studying each form of development, students are then called upon to create an essay that exemplifies that method. This course is a prerequisite for CLAR 111. 3 credits.

CLAR 111. Composition and Critical Thinking II

A further refinement of 110, CLAR 111 extends students' abilities by directing them to special writing assignments (argumentation, research, and aesthetic criticism). This is accompanied by an intensive examination of

critical thinking itself. Once again, reading essays will serve as a foundation for students' own work. 3 credits.

CLAR 103. Foundations of the Western World

An introduction to the historical, intellectual and religious roots of the Western culture intended to serve as a basis for developing a comprehensive understanding of that culture and of other cultures that are linked to or influenced by it. The course will present a historical perspective tracing major changes in the development of Western culture from ancient times to the present. 3 credits.

CLAR 105. Inquiry in the Social World

This course introduces the fundamental methods of formal inquiry into the social world. It offers definitions of the "social world" from the points of view of several social sciences and unravels the assumptions and methods of study of each. Emphasis is placed on comparing and contrasting the basic assumptions of sociology, political science, psychology, economics, and history by demonstrating how each social science approaches questions about the social world, particularly those involving normality, social inequity and power. The consequences of choosing one particular social science over another to conduct research in the social world are examined. Emphasis is placed on student participation in and production of weekly seminars. 3 credits.

CLAR 206. Foundational Religious Texts of the Western World

This course introduces the foundational texts of the major Western religions, focusing largely upon the Hebrew and Christian Scriptures. The goal of this course is to introduce a critical approach to foundational religious texts. Thus, the course provides not only an overview of the structure and content of these texts, but also an exposure to a critical methodology appropriate to an intelligent reading and sound interpretation of these religious texts. 3 credits.

CLAR 207. The Catholic-Franciscan Heritage

This course provides a critical reflection on the essential elements of the Catholic-Franciscan tradition. After identifying traditional core beliefs students will reflect critically upon these by providing support for selected beliefs, offering responses to challenges,

suggesting elucidations of concepts inherent in beliefs, investigating the presuppositions of the practices manifesting those beliefs, and the like. Issues of religious pluralism and interreligious dialogue will be addressed. 3 credits.

CLAR 208. World Views

An interdisciplinary, team-taught introduction to major issues in various world regions, with special attention to global diversity of experiences and perspectives. Course content will vary from semester to semester, but some possible topics are human rights, the legacy of colonialism, indigenous peoples, comparative religions, women's issues and people and the environment. 3 credits.

CLAR 209. Arts and Literature

An interdisciplinary study of literature and the arts of architecture, film, dance, music, painting photography, sculpture and theater (drama). The aesthetic and thematic connections of the various texts and artifacts will be examined from the perspectives of the four modes of aesthetic response: the heroic, the lyric, the pastoral or elegiac, and the satiric. The course will emphasize the common elements of literary and artistic expression, and the integral nature of the student's aesthetic response to both literature and the arts. 3 credits.

CLAR 302. Inquiry in the Natural World

An introduction to what we know about the physical universe and how we have discovered it. The process of scientific discovery is explored using major discoveries in the history of science as examples. Topics include the fundamental properties of matter and energy, the nature of chemical reactions, the use of energy by living things, the nature and property of DNA and biological evolution. The course includes a combination of lecture and classroom discussion. Requires concurrent registration in CLRL 102. 3 credits.

CLRL 302. Inquiry in the Natural World Laboratory

An introduction to the study of selected phenomena within the natural sciences by means of problem-based laboratory experiences. To make the course both multidisciplinary and interdisciplinary, the various scientific disciplines (physics, chemistry, and biology) are connected through

common themes such as energy and the significance of patterns and regularity in nature. Requires concurrent registration in CLAR 302. 1 credit.

CLAR 304. The Good Life

This course introduces students to questions about the nature of morality, major ethical theories, Roman Catholic moral reflection, contemporary and classical ethical dilemmas, and models of moral behavior and character. Students will learn basic concepts of morality and will apply these to contemporary personal and social ethical dilemmas. They will also learn about significant moral exemplars in human history. Fall and Spring, and Summer terms. 3 credits.

CLAR 401. The University Forum

The capstone course of the Clare curriculum is a critical examination of a selected contemporary issue that may be studied by social and natural scientists, humanists, philosophers, and theologians, but which is not within the boundaries of any one discipline. Such issues would be open-ended, subject to reasonable disagreement, and of contemporary social, political and moral importance. Students will attend a variety of workshops, lectures, exhibitions and field experiences designed to develop an informed position on the selected topic. These larger meetings are accompanied by weekly seminars where students will prepare, present and debate researched essays on the common theme. The purpose of these essays is to demonstrate the students' analytical, oral and writing skills. 2 credits.

COMPUTER SCIENCE (CS/CSL)

CS/CSL 101. Beauty and Joy of Computing

This course presents the history, social implications, great principles, and future of computing. It examines the computing applications that have changed the world and how computing empowers discovery and progress in other fields. The relevance of computing to the student and society will be emphasized. Students will learn the joy of programming a computer using a friendly, graphical language, and will complete a substantial team programming project related to their interests. The course consists of two lecture hours and one two-hour laboratory per week. 3 credits. Fall and Spring.

CS 127. Computer Applications to Science and Engineering

An introduction to FORTRAN programming with an emphasis on numerical techniques used in the solution of problems from the natural sciences and engineering. The course includes a substantial number of programming projects. 3 credits. Fall in even years.

CS/CSL 128 (ES/ESL 228). Geographic Information Systems

An introduction to the theory and practice of GIS, with applications to environmental planning and resource management. Classes will address basic cartography, creation and interpretation of computerized maps, use of aerial photographs and remote sensing data, and the analysis and modeling of spatial data. Labs will familiarize students with the management and analysis of spatial data using ArcView GIS software. A brief introduction to outdoor use of global positioning systems will occur at the end of the semester. Class and labs will emphasize group projects of practical and local application. Prerequisite: General competence with a computer. 3 credits. Spring in odd years.

CS/CSL 131. Computer Science I

This is the first course in the computer science major sequence. The course introduces the object-oriented approach to software design using the programming language Java. Topics covered are software design, implementation and testing, basic computer organization and source code translation. No previous programming experience is presupposed. The course consists of three lecture hours and one two-hour laboratory per week. 4 credits. Fall and Spring.

CS/CSL 132. Computer Science II

This is the second course in the computer science major sequence. The course utilizes the object-oriented design approach to building applications, which emphasizes the creation and utilization of reusable software tools. Students are introduced to data structures that are commonly encountered in building software applications and to the analysis of the efficiency of algorithms used to solve problems. The programming language Java is used to implement software designs. The course consists of three lecture hours and

one two-hour laboratory per week.
Prerequisite: CS 131 or equivalent. 4 credits.
Fall and Spring.

CS 141. Artificial Intelligence

A survey of the study of human intelligence using the computer and robots. The first half of the course focuses on traditional artificial intelligence, which assumed that human intelligence involves computations over internal or mental representations of the world. Topics include search, planning, problem solving, and natural language processing. The second half of the course looks at behavior-based robotics, which assumes that behavior, including intelligence behavior, is the product of the interaction between a bundle of sense-behavior pairs that do not require memory or a world model. 3 credits. Fall in odd years.

CS 231. Computer Organization

A study of the organization of computer systems. Topics include the representation of information, conventional machine and assembly language, circuit design, and organization of the major components of a computer, e.g. the CPU, memory, I/O devices, etc. Students will become familiar with assembly language programming and will use simulators to learn about hardware components. The course includes three lecture hours and one two-hour laboratory period per week. Prerequisite: CS 132. 4 credits. Fall.

CS/CSL 234. Programming Methodologies

A study of several modern approaches to practical software development at both a high and low level of abstraction. Students will become familiar with the Client-Server and Event-Driven models of software design, with elementary design patterns such as Adapter and Model-View-Controller that support these models and with techniques such as test-driven design and refactoring that aid in the implementation of these ideas. The course is primarily project-based and includes three lecture hours and one two-hour laboratory session each week. Prerequisite: CS 132. 4 Credits. Spring.

CS/CSL 243. Database Management Systems

An introduction to database management systems, including database design and application development. Different database

models are introduced, with emphasis on the relational model. The theoretical principles underlying the design of a database and the physical storage of data and its integrity are covered. The laboratory component is used to design and implement a real-world database application that illustrates theory.
Prerequisite: CS 132. 4 credits. Fall.

CS 244. Data-Driven Web Application Development

Introduction to the design and implementation of a database-driven application using a tool such as Microsoft® ASP.Net. Students will design and implement an e-commerce application based upon a SQL server database. The course presupposes familiarity with relational database design and application development. Topics include Visual Studio. Net tools for managing data sources, data controls for populating Web pages, data presentation tools, configuring, deploying and trouble-shooting an ASP.Net application. Students will build a data-driven website.
Prerequisite: CS 132. 3 credits. Spring in odd years.

CS/CSL 254. Computer Networks

A study of computer networks based on the OSI model of a layered network architecture. The TCP/IP protocol suite is used to illustrate network protocols. The course includes an overview of local area networks, routing algorithms, and network applications. The course consists of three lecture hours and one two-hour laboratory per week. The laboratory component provides experience in network programming using sockets. Prerequisite: CS 132. 4 credits. Spring in even years.

CS/CSL 256. Computer Graphics

A survey of two- and three-dimensional computer graphics including graphics standards, graphics systems at both the hardware and software levels, and the implementation of graphics techniques for rendering an image. The course focuses on the architecture of computer graphics systems, and students will be expected to program within such systems as part of the course work. The course includes three lecture hours and one two-hour laboratory period per week. Prerequisite: CS 132 and either Math 208 or Math 151. 4 credits. Fall in odd years.

CS/CSL 257. User Interface Design

This course will expose the student to a wide variety of material related to the design of user interfaces. Command-line, batch, and event-driven models of user interaction will be discussed as well as presentation styles, models of communication and cognitive processes, and the social implications of user interface design. Students will study the theory of user interface design in class and will put that theory into practice through laboratory exercises and team projects. Prerequisite: CS 132. 4 credits. Fall in even years.

CS 331. Principles of Programming Languages

A study of the fundamental principles around which programming languages are designed. Topics include language specifications, syntax and semantics, data types, control statements, support for abstraction, and program organization. Students will be exposed to issues involving compilation, interpretation, lexical analysis, and parsing as well as to languages in each of the major paradigms. The course includes three lecture hours per week. Prerequisite: CS 234. 3 credits. Spring.

CS 332. Theory of Computation

A mathematical treatment of formal language theory and how it relates to computer science. Topics include automata, grammars, Turing machines, computability, and computational complexity. The course includes three lecture hours per week. Prerequisite: CS 333. 3 credits. Fall.

CS 333. Algorithms and Data Structures

A study of abstract data types including trees, hash tables, and graphs. The course will study each of these in the context of the analysis of algorithms and algorithm design techniques in general. Intractable and unsolvable problems and their implications will also be covered. Prerequisites: CS 132 and MA 208. 3 credits. Fall.

CS/CSL 341. Artificial Intelligence with Laboratory

A laboratory course that implements some of the artificial intelligence systems discussed in CS 141. The course is designed for computer science majors wishing to take CS 141 for credit towards the major. It must be taken at

the same time as CS 141. The prerequisite is enforced strictly. Prerequisite: CS 132. 4 credits. Fall in odd years.

CS 342. Robotics and Computer Vision

The course introduces the design of autonomous robots that are capable of carrying out tasks that involve intelligence. Higher-level intelligent behavior is built upon low-level algorithms that govern robot-environment interaction. Tasks examined are navigation, planning, object manipulation, and object recognition using 2-dimensional vision. Behavior control algorithms are developed for and tested on Khepera robots, miniature robots designed for this purpose. Prerequisite: CS 333. 3 credits. Spring.

CS/CSL 346. Operating Systems

A study of modern multiprogrammed operating systems including system structure, concurrency, process scheduling and control, memory management, file systems, and system performance. The course consists of three lecture hours and one two-hour laboratory per week. The laboratory component provides experience in concurrent programming using Java threads and in system level programming using C in a UNIX environment. Prerequisite: CS 231. 4 credits. Spring in odd years.

CS/CSL 354. Introduction to Network Security

Introduction to network security auditing. Students will learn how to perform the different phases of an audit, including discovery and penetration, as well as how to prevent hackers from controlling your network. This course introduces various tools to help students in the auditing process. Students will be exposed to international standards, along with time-tested methods for auditing a network efficiently, and they will be able to use specific, practical tools for counteracting network attacks. Finally, they will be able to analyze all findings and make informed recommendations for establishing the best security possible in a given scenario. Prerequisite: CS 254. 4 credits. Offered periodically.

CS 380. Special Topics in Computer Science

An intensive study of an aspect of computer science not fully treated in a regularly scheduled course. Prerequisite: Instructor approval. 3 credits. Offered periodically.

CS 442. Advanced AI and Robotics Projects

Faculty directed independent study in artificial intelligence or robotics. Prerequisite: CS 341 or 342. 1–3 credits.

CS 446. Advanced Operating System Projects

Faculty directed independent study in operating systems. Prerequisite: CS 346. 1–3 credits.

CS 454. Advanced Computer Networks Projects

Faculty directed independent study in computer networks. Prerequisite: CS 254. 1–3 credits.

CS 456. Advanced Computer Graphics Projects

Faculty directed independent study in computer graphics. Prerequisite: CS 126 or 256. 1–3 credits.

CS 457. Advanced User Interface Projects

Faculty directed independent study in user interface design. Prerequisite: CS 257. 1–3 credits.

CS/CSL 490. Software Engineering

The course provides an overview of software requirements analysis, the software design process, verification and validation, software maintenance, and documentation. A major component of the course is a project that provides experience in the analysis and design of a software product using an object-oriented methodology. Prerequisite: Computer Science major with senior level status. 3 credits. Fall.

CS 491. Internship in Computer Science

This program provides students with on-the-job training and experience which is not obtainable in classroom situations. The student is expected to secure a full-time position which involves significant work in an area of computer science. Each internship is individually arranged, subject to the approval of the computer science faculty. Prerequisite: CS 333. Approval must be granted before the internship begins. 1–3 credits.

CS 492. Independent Study in Computer Science

Independent study or project in some area of computer application or computer science under supervision of computer science faculty. Prerequisite: CS 333. 1–3 credits.

CS 495. Technical Consulting in the Community

This course provides students with the opportunity to experience a technical consulting role with a local non-profit community organization. The student will apply professional and communication skills as he/she works with a community partner as a technical consultant. The student will spend at least three hours a week on-site at the organization and will write and present consulting reports based on his/her experience. Prerequisite: CS 132 with junior or senior level status. 3 credits. Spring in even years.

CLASSICAL CULTURE (CULT)

The following courses are given in English to benefit students in other fields as well as to supplement the courses for majors in Classical Languages.

CULT 101. Greek Civilization

A general survey of the political, intellectual and cultural features of Greek History from its prehistoric beginnings in the fourth millennium B.C. to the founding of Constantinople in 330 A.D. Required of all Classical Studies majors. 3 credits. Fall.

CULT 102. Roman Civilization

A survey of the social, civil and cultural development of Rome from the beginning to 476 A.D. Required of all Classical Studies Majors. 3 credits. Spring.

CULT 103. Greek and Roman Mythology

The gods and goddesses of Greco-Roman paganism, both in their relationships amongst themselves and with the world of humans, are studied through (at least) two major ancient literary works and one near-contemporary novel. Required of all Classical Studies majors. 3 credits. Fall.

CULT 105. The Heroic Greeks

A study of the various types of hero and of anti-hero as they appear in Greek literature. 3 credits. Spring.

CULT 106. The Women of Greece

A survey of the status, role and figure of women in Greek history. 3 credits. Spring.

CULT 107. Greek and Roman Drama

A study of the comedies and the tragedies of the Greeks and Romans. 3 credits. Spring.

CULT 201-202. Latin and Greek Etymology

A study of the derivations of English words from Latin and Greek. 6 credits. Every Fall-Spring.

CULT 205. Greek Literature in Translation

Selections from the greatest works of the Greek writers are read in translation. Works may be studied according to literary genres or eras. 3 credits. Fall.

CULT 206. Latin Literature in Translation

Selections from the greatest works of the Latin writers are read in translation. Works may be studied according to literary genres or eras. 3 credits.

EARLY CHILDHOOD EDUCATION (ECED)

ECED 240. Foundations of Early Childhood Education

This is the introductory course in early childhood education examining the history, theory, trends and contemporary issues in early childhood education. The role of families, schools, agencies and the community in the care and education of children birth to age 8 will be examined. The course examines roles, ethical issues and standards for early childhood educators. Fifteen (15) hours of field experience required. 3 credits. Fall, Spring.

ECED 420. Curriculum and Assessment for Early Childhood Education

This course is an examination and evaluation of developmentally appropriate early childhood curriculum. Emphases include play, language and integrated activities. Students will construct curriculum plans and design appropriate materials. The course explores appropriate assessment procedures for children birth through age 8. Communication and collaboration with families and the community are emphasized. Thirty-five (35) hours of field experience required. 3 credits. Fall, Spring.

ED/ECED 490 Student Teaching: Elementary/Early Childhood

Student teaching is the culminating experience in the professional preparation of teachers. The elementary student teaching experience (1-3) consists of approximately seven weeks in an elementary/early childhood classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long- and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

ECONOMICS (ECO)

ECO 101. Microeconomic Principles

An introductory investigation of economics as it relates to individual economic units (e.g., the firm). Emphasis is placed on price theory within the context of various market structures. 3 credits. Fall and Spring.

ECO 102. Macroeconomic Principles

An introductory investigation of economics as it relates to aggregate economies (e.g., a nation). Emphasis is placed on the determination of national income and the composition and pricing of national output. 3 credits. Fall and Spring.

ECO 308. Environmental Economics

Studies the efficient use of society's scarce environmental resources. Environmental economics is a course in applied welfare economics with an emphasis on market failures (externalities and common access resources), and solutions to market failures, along with the economic valuation of environmental amenities such as clean air and water. Prerequisite: ECO 101. 3 credits. On occasion.

ECO 313. Intermediate Microeconomics

This course develops the economic theory of the firm and consumer choice. The former includes analyses of market structures, output and input pricing decisions, cost minimization, and profit maximization. The latter characterizes consumer's optimal decisions given their incomes, preferences and the relative prices of various goods. The course develops tools for analyzing how these

optimal choices change when relative prices and consumer incomes change. Also, the course presents several measures on consumer welfare. Other topics may include general equilibrium analysis, market failure, public economics, public choice, decision making under uncertainty, and game theory applications. The course relies on calculus when presenting and developing the various economic models. Prerequisites: ECO 101, MATH 122 or MATH 151. 3 credits.

ECO 314. Intermediate Macroeconomics

An advanced look at Macroeconomics as it relates to households, firms, the government, and the Federal Reserve. Analytical, graphical, and mathematical solutions to economic problems will be explored. Topics include GDP, unemployment, inflation, money, growth theory, and international trade and finance. Prerequisites: ECO 101, 102 MATH 122 or MATH 151. 3 credits.

ECO 498. Independent Study and Research

Research in selected topics in economics under the supervision of a faculty member, designed to allow the student to probe specific interests beyond those normally found in regular course offerings. 1-3 credits. On occasion.

ECO 499. Special Topics

A well-defined course of study in specific topics in economics that goes beyond the regular course offerings. 1-3 credits. On occasion.

EDUCATION/SPECIAL ED (ED/SPED)

ED/SPED 490. Elementary Student Teaching: Primary/Students with Disabilities

Student teaching is the culminating experience in the professional preparation of teachers. The primary student teaching experience (K-3) combined with the student teaching for students with disabilities consists of approximately seven weeks of full-time experience in an inclusive primary grade classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long- and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics

and ethics of a professional teacher.

Prerequisite: SPED 430, SPED 450. 5 credits. Fall, Spring.

ED/SPED 491 Elementary Student Teaching: Intermediate/Students with Disabilities

Student teaching is the culminating experience in the professional preparation of teachers. The primary student teaching experience (4-6) combined with the student teaching for students with disabilities consists of approximately seven weeks of full-time experience in an inclusive primary grade classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional teacher. 5 credits. Fall, Spring.

ELEMENTARY EDUCATION (EDUC)

EDUC 099D. Cultural Diversity Workshop

This daylong workshop is required for certification candidates in St. Bonaventure University's registered initial certification programs. It provides knowledge, skills, and resources essential to the operation of a culturally affirming classroom and furthers the development of culturally competent classroom teachers. 0 credits. Fall, Spring.

EDUC 099F. Harassment, Bullying, Cyberbullying, and Discrimination in Schools: Prevention and Intervention

This course will address the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. It will also cover the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certificate requirements in 14(5) of Chapter 102 of the Laws of 2012. 0 credits. Fall, Spring, Summer.

EDUC 201. Introduction to Teaching

This course introduces students to the world of teaching. Students will be introduced to: the work of teachers; historical and philosophical aspects of the American school system from a global perspective; the various roles of school personnel; basic curriculum principles; the political facets of school decisions; ethical and legal issues; the role of standards and standard-setting entities; and the terminology and jargon of education. Students will initiate their own personal philosophy and will begin to develop a professional portfolio that will document their process of becoming a teacher. Field component: 10 hours observation. 3 credits. Fall, Spring.

EDUC 210. Human Development and Learning

This course introduces students to human developmental processes and the nature of learning. The study of development includes physical and biological systems, individual cognitive and affective processes and sociocultural models and influences. The nature of learning encompasses theories of learning and classroom application. The course provides an orientation and background for sound educational practice. 3 credits. Fall, Spring.

EDUC 211. Introduction to Sign Language

This course is designed for students having no previous knowledge of American Sign Language (ASL). It provides a basic understanding of ASL including principles of sign formation, history of ASL, knowledge of the deaf community and its cultural protocols, finger spelling, numbers, and a basic core vocabulary for the student to communicate in ASL conversation at the beginning level. Acquisition of both comprehension and production skills are encouraged by using the functional/notional (voiceless) approach for instruction. No prerequisite needed. 3 credits. Fall.

EDUC 212. Intermediate Sign Language

This course expands the basic knowledge presented in ASL I. Spontaneous interaction in ASL mode is stressed by (voiceless) functional/notional instruction. Guided classroom conversations and activities encourage mastery of basic linguistic features, use of cultural protocols, additional core vocabulary, and more sophisticated finger

spelling technique. Prerequisite: EDUC 211. 3 credits. Spring.

EDUC 220. Basic Instructional Design

This course introduces students to the essential components of instructional design. Topics include lesson-planning, models of teaching, instructional strategies, techniques and materials. This course includes requirements related to teaching and technology. Assignments will enhance competence with the use of computers as a tool for the teacher and for teaching. Curriculum development, standards and classroom management are included in the course content. Students in this course will be required to log hours in a supervised technology lab to complete assignments and master necessary computer skills. Field component: 35 hours tutoring. Co-requisite: EDUC 220L. Prerequisite: EDUC 201, EDUC 210. 3 credits. Fall, Spring.

EDUC 220L. Basic Instructional Design Lab

This course requires students to log hours in a supervised technology lab in order to complete assignments and demonstrate mastery of technology skills. Co-requisite: EDUC 220. Prerequisite: EDUC 201, 210. 0 credits. Fall, Spring.

EDUC 232. Independent Study/Research Assistant

This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. The study may be directed toward any related field of study which could include: research in an area school, creative projects, seminars, or other projects as deemed appropriate by the faculty member and approved by the chair of the department. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of faculty members with whom to work, guidelines set by the professor and provide any feedback to the lead professor and the program director/chair. Students may not take the course for more than 3 credit hours.

EDUC 250. Adolescent Development and Learning

This course encompasses lifespan growth and development emphasizing late childhood, adolescent and young-adult issues. The study of development includes physical and

biological systems, individual cognitive and affective processes, and socio-cultural models and influences. The course provides an orientation and background for sound educational practice. 3 credits.

EDUC 304. Methods, Models, and Management of Instruction

This course introduces students to the methods and models of instruction and develops competencies in structuring lessons. Students learn to match objectives with appropriate assessments, accommodate individual learner differences, use research to make instructional decisions, manage instruction in a dynamic and interactive classroom environment, and reflect on their practice. Field Block 1 course taken concurrently with EDUC 310 and EDUC 312X. Prerequisites: EDUC 201, 210, 220, and SPED 230. 3 credits. Fall, Spring.

EDUC 305. Music, Art and Physical Education in the Elementary School

This course introduces students to music, art and physical education methods for the classroom teacher. One-third of the semester is devoted to each area.

Music: This component addresses fundamentals of music notation; theory and ear training; singing and music listening; basic organization of the elementary school music program; and rhythmic, keyboard and creative activities.

Art: This component addresses methods and materials for teaching elementary art and covers: fundamental elements of design needed to develop an aesthetic awareness and sensitivity in elementary school students and teachers; basic organization of the elementary school art program; and practical application of the various art media in elementary art programs.

Physical Education: This component will center on the organization, methods and materials regarding physical education content for kindergarten through grade six. Active learning approaches to gross motor activities will be implemented. 3 credits. Fall, Spring.

EDUC 310. Methods for Teaching Elementary Social Studies and Language Arts

This course introduces students to the materials and strategies for teaching elementary social studies and language arts in an integrated manner. Emphasis is placed on initial and developmental literacy instruction. The course defines the scope and sequence, as well as state and local standards for literacy curricula. Students will plan and teach lessons in reading, writing, listening and speaking. Field Block 1 course taken concurrently with EDUC 304 and EDUC 312X. Prerequisite: EDUC 201, 210, 220 and SPED 230. 3 credits. Fall, Spring.

EDUC 312X. Developmental Reading

This course examines the philosophical frameworks of a variety of reading theories and instructional approaches. The course defines sequential reading instruction from decoding print to comprehension with emphasis placed on initial and developmental literacy instruction. State and local standards for literacy curricula are addressed in choosing effective practices and making optimal use of available literacy resources. Principles of teaching reading are applied to actual classroom practices. Field Block 1 course taken concurrently with EDUC 304 and EDUC 310. Prerequisites: EDUC 201, 210, 220 and SPED 230. 3 credits. Fall, Spring.

EDUC 325. Literature for Elementary Grades

This course offers a systematic review of literature for children in elementary grades. The course covers: integration of literature in the elementary curriculum; children's literary preferences, processes for evaluating children's literature, sources and uses of multicultural literature, periodicals and other sources of information on children's literature; and censorship issues. 3 credits. On occasion.

EDUC 332. Independent Study/Research Assistant

This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. The study may be directed toward any related field of study which could include: research in an area school, creative projects, seminars, or other projects as deemed appropriate by the faculty member and approved by the chair of the department. Student responsibilities include: identification of the topic or problem to be examined (prior

to registration), selection of faculty members with whom to work, guidelines set by the professor and provide any feedback to the lead professor and the program director/chair. Students may not take the course for more than 3 credit hours.

EDUC 399. Special Topics in Education

This is a well-defined course of study in specific topics in education that goes beyond the regular course offerings.

EDUC 401. Diagnostic and Prescriptive Reading

This course introduces students to the fundamentals of evaluating the literacy competencies of elementary students. Students learn individual and group strategies for informal and formal diagnosis of literacy difficulties. Emphasis is placed on utilizing research and best practice to determine appropriate prescriptions for remediation. Field Block 2 course taken concurrently with EDUC 425 and EDUC 430. Prerequisites: Field Block 1. 3 credits. Fall, Spring.

EDUC 425. Organization and Assessment for Elementary Classrooms

This course introduces students to the fundamentals of measurement along with formal and informal assessment strategies that are developmentally appropriate, curriculum-specific, and incorporate an awareness of learning styles and multiple intelligences. Authentic and performance assessments will be analyzed and constructed. The course also develops the skills for managing instruction in a wide variety of learner groups and settings in elementary classrooms. Course Field Block 2 taken concurrently with EDUC 401 and EDUC 430. Prerequisites: Field Block 1. 3 credits. Fall, Spring.

EDUC 430. Methods for Teaching Elementary Science, Math and Technology

This course introduces students to the materials and strategies for teaching elementary science, math and technology in an integrated manner. The course delineates the disciplines, skills and concepts of science, math, and technology. It also defines the scope and sequence, as well as state and local standards for elementary science, math and technology curricula. Students will plan and teach an integrated unit of instruction. Field

Block 2 course taken concurrently with EDUC 401 and EDUC 425. Prerequisites: Field Block 1. 3 credits. Fall, Spring.

EDUC 432. Independent Study

This course is designed to give the individual an opportunity to work on a one-to-one basis with a professor. The study may be directed toward: research in an area school, creative projects, or seminars. Student responsibilities include: identification of the topic or problem to be examined (prior to registration), selection of a faculty member with whom to work, analysis of concepts learned at the end of the semester. Students may not take the course for more than 3 credit hours. 3 credits. Fall, Spring.

EDUC 437. Field Experience

The Field Experience is designed to provide opportunities for individualized reinforcement in content areas at the N-12 levels in local schools. The experience provides pre-service teachers with more opportunities to work with children in classroom situations through contracting for tutoring sessions, individualizing instruction for a particular pupil, or small group, and utilizing appropriate instructional techniques, methods and strategies. 3 credits. Fall, Spring.

ED/ECED 490. Elementary/Early Childhood Student Teaching

Student teaching is the culminating experience in the professional preparation of teachers. The elementary/early childhood student teaching experience consists of approximately seven weeks in an elementary/early childhood classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

EDUC 490. Elementary Student Teaching: Primary

Student teaching is the culminating experience in the professional preparation of teachers. The primary student teaching experience (K-3) consists of approximately seven weeks in an elementary classroom. Students are expected

to: apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

EDUC 491 Elementary Student Teaching: Intermediate

Student teaching is the culminating experience in the professional preparation of teachers. The intermediate student teaching experience (4-6) consists of approximately seven weeks of full-time experience in an elementary classroom. Students are expected to apply developmentally appropriate instruction to meet individual needs, develop both long and short term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

ENGLISH (ENG)

ENG 101A. Fundamentals of Written English

A study of the basic writing skills involved in sentence structure, grammatical usage and punctuation minimally required for college level work. Required of students not prepared to succeed in CLAR 110. Not open to students who have successfully completed CLAR 110 or who have had CLAR 110 waived. 3 credits. Fall.

ENG 103. Writing for Literature

A course designed to further develop writing skills and critical abilities in literary studies. Required for English majors. 3 credits. Every semester.

ENG 203. English Literature I

A course covering English literature to 1800. This is required for all majors in English. 3 credits. Fall.

ENG 204. English Literature II

This is a continuation of English 203, which is not, however, a prerequisite, and is an intensive study of English literature, 1800 to

the present. This is required for all majors in English. 3 credits. Spring.

ENG 210. Introduction to Literature: Narrative

An introductory study of the short story and the novel. Emphasis is on the development of critical ability to analyze the narrative in terms of its basic elements: plot, characterization, point of view and symbolic structure. 3 credits. Every year.

ENG 211. Introduction to Literature: Poetry

An introductory study of poetry. Emphasis is on the development of critical ability to analyze various forms of poetry in terms of sound elements, imagery, figures of speech and symbolic structure. 3 credits. Every year.

ENG 212. Introductory to Literature: Drama

An introductory study of the drama. Emphasis is on the development of critical ability to analyze plays in terms of their basic elements: plot, characterization, tragic and comic structuring and dialogue. 3 credits. Every year.

ENG 213. Popular Literature

Analysis of several types of popular literature: the western, the mystery story, science fiction, sports literature, with a consideration of the relationship between popular literature and the literature of high culture. 3 credits. Every two years.

ENG 220. American Literature I

A single semester survey of the outstanding literary figures of America from the beginnings to naturalism. Required for all English majors. 3 credits. Fall. Dr. M. Walsh.

ENG 221. American Literature II

Naturalism and Beyond. A study in Modern American writing emphasizing fiction (some drama) and including the works of Norris, Dreiser, Wharton, Lewis, Hemingway, Faulkner, Fitzgerald, O'Neill, Steinbeck, Miller, Updike and Bellow. Required for all English majors. 3 credits. Spring. Dr. Harris.

ENG 230. Public Speaking

The basic principles of oral communication are stressed as the student delivers a minimum of seven speeches. The use of audio-cassettes and videotaping allows each student to concentrate upon individual needs. 3 credits. Fall and Spring.

ENG 250. Advanced Oral and Written Communication

A semester course stressing the practical application of principles of effective speaking and writing to various types of rhetorical situations. Prerequisite: Clare 111 or equivalent. 3 credits. Every year.

ENG 260. Advanced Composition: Business Effective Business Communication: a course that has been structured to meet the specific needs and demands of students going into business and industry as a profession. The major emphasis will be placed upon the writing of reports and business correspondence, but some time will be devoted to survey techniques, developing profiles and graphs, the preparation and giving of oral reports and the use of various kinds of reference tools. Prerequisite: Clare 111 or equivalent. 3 credits. Every year.

ENG 270. Creative Writing: Narrative

A course designed to develop basic techniques of narrative writing: character development, plot construction, structuring, point of view and time-space sequences. Emphasis will be placed on the short narrative, although some structural analysis of the novel will be studied. 3 credits. Every three semesters.

ENG 271. Creative Writing: Poetry

This course will explore poetry as a medium. Each student will write poems, and the work of all students will be studied in class and in conference with the instructor. The work of published poets will be used regularly to suggest possibilities and directions in both form and content. 3 credits. Every three semesters.

ENG 272. Creative Writing: Drama

A course designed to develop basic techniques of playwriting: plot construction, character development through dialogue and action, scene development and staging. Emphasis will be on one-act plays although structural analysis of longer plays will be made. Works of both students and established playwrights will be studied. 3 credits. Every three semesters.

ENG 310. English Literature to 1485

Consideration of the principal works in early and medieval English literature, beginning with Beowulf and Bede, and including Piers

Plowman, Troilus and Criseyde, Sir Gawain, as well as the beginning of English drama. 3 credits. Every two years.

ENG 320. English Renaissance Literature 1485-1603

A study of non-dramatic English literature from the accession of Henry VII to the death of Elizabeth. Topics include the development of literary genres, continental and classical backgrounds, the neoplatonic tradition, humanism and the argumentative structure of controversial religious and political prose. Spenser's *Faerie Queene* receives close attention. 3 credits. Every two years.

ENG 321. English Literature 1603-1660

A study of non-dramatic English literature from the accession of James I to the restoration of the monarchy in the person of Charles II. The course devotes equal attention to poetry and prose. The poetry is examined in terms of the traditions established by Donne, Jonson and Spenser. The prose is analyzed thematically and stylistically with attention being given to new prose genres and the four major seventeenth-century prose styles: Ciceronian, Senecan, Baroque and "Scientific." 3 credits. Every two years.

ENG 330. Literature of the Restoration and Eighteenth Century

British literature written between 1660 and 1790 is studied within a framework of literary and historical relationships, with emphasis on principal works by Dryden, Wycherley, Congreve, Swift, Pope, Goldsmith, Sheridan, Johnson and Boswell. 3 credits. Every two years.

ENG 340. The Romantic Movement: Part I

Survey of the works of the major writers of the first half of the British Romantic period (Charlotte Smith, Wordsworth, Coleridge, Byron, Shelley, Keats) with attention to their place in the Romantic Movement and their relationship to social and cultural thought of the time. 3 credits. Every year.

ENG 341. The Romantic Movement: Part II

Survey of the cultural and literary elements of the second half of the British Romantic period (writers born after 1775), with focus on the major works of Lord Byron, Percy Shelley, John Keats and Mary Shelley.

ENG 350. Creative Writing: Narrative II

This course focuses on extensive fiction writing of short stories, coupled with reading and discussion of short fiction and novels directed at developing the craft of fiction. Students develop their writing through multiple workshops and revisions of short fiction directed at preparing work for presentation and publication.
Prerequisite: ENG 270 or instructor's permission.

ENG 351. Creative Writing: Poetry II

Advanced study of the sources, modes, and strategies of poetry, with attention given to sequences of poems and to the development of a personal poetic voice. Prerequisite: ENG 271 or instructor's permission.

ENG 352. Victorian Poetry

A survey of the English poets who wrote between 1830 and 1900, excluding Tennyson and Browning. 3 credits. Every two years.

ENG 360. Modern Poetry

A study of English and American poetry from 1900-1945, with close attention to Yeats, Eliot, Thomas, Williams and Stevens. 3 credits. Every two years.

ENG 363. Drama 1850 to the Present

A study of European as well as English and American dramatists from the mid-nineteenth century through the theatre of the absurd. 3 credits. On occasion.

ENG 365-366. Contemporary British and American Literature

Structural approach to British and American Literature since 1945. 365 deals with the poetry of Olson, Duncan, Creeley, Roethke, Ginsberg and Dickey, among others. 366 is concerned with the fiction of Mailer, Malamud, Pynchon and Barth, among others. 6 credits. Every year.

ENG 370. The English Novel, 1680-1850

The emergence and development of the English novel from the beginnings with Defoe, Richardson, and Fielding to the Victorian novels of the Brontes, Thackeray and Dickens. 3 credits. Every two years.

ENG 371. The English Novel, 1850-1950

The beginnings of the great twentieth century themes of isolation and alienation as reflected in the novels of Hardy, Conrad, Lawrence, Joyce and others. 3 credits. Every two years.

ENG 375. The American Novel to 1865

A study of the development of the American novel from its inception to the end of the Civil War. 3 credits. Every two years.

ENG 376. The American Novel, 1865 to 1920

A critical study of the American novel from the beginnings of the realistic movement to the end of World War I with emphasis on representative works. 3 credits. Every two years.

ENG 377. Women in Literature

In-depth critical investigation of literature written by or about women. Concentration on works from the eighteenth, nineteenth and twentieth centuries. Focus on fiction. 3 credits. Every two years.

ENG 379. African American Literature

This course provides students with a survey of major works by African American novelists, poets, dramatists, and essayists from the 18th Century through to the present day. The course will pay particular attention to how African American writers present themselves as authors and their interactions with and revisions of a white American literary tradition. By the end of the course, students will have examined the literature of American slavery, Reconstruction, the Harlem Renaissance, the Black Arts Movement, and contemporary black culture. 3 credits.

ENG 380. World Literature

A study of selected masterpieces from non-English literatures, with special emphasis on those which are central to the culture of Western Europe. 3 credits. Every two years.

ENG 390. Literary Theory

A study of major theoretical problems in literature through selected literary works. The course will address topics in the following areas: literature and the other arts, the function of literature in society, structural principles in poetry, narrative and drama, and levels of meaning in literary interpretation. 3 credits.

ENG 391. Literary Criticism

A study of major critical approaches to literature through selected works of poetry, narrative and drama. The course will survey techniques in the following traditional and contemporary approaches: historical, psychological, archetypal, feminist and post-structuralist as well as the basic identities of classical, romantic and modern literary movements. 3 credits.

ENG 410. Chaucer

Consideration of The Canterbury Tales with special emphasis on modern critical interpretation and Chaucer's artistic technique. 3 credits. Every two years.

ENG 423. Shakespeare I

Shakespeare will be studied as poet and playwright, against the literary, social and historical background of Elizabethan England. Critical reading of representative plays from the comedies and histories. 3 credits. Every two years.

ENG 424. Shakespeare II

A continuation of English 423 which is not, however, a prerequisite. The plays studied will be taken from among the tragedies. 3 credits. Every two years.

ENG 427. Milton

An intensive study of Milton's poetry and prose. The course will focus on the relation of Milton's work to the allegorical, rhetorical, epic, and mythological traditions of the seventeenth century. 3 credits. Every two years.

ENG 450. Tennyson and Browning

A detailed study of the works of the two major poets of the Victorian period with attention to their poetic development and to characteristic Victorian ideas as they appear in the poetry. 3 credits. Every two years.

ENG 497. Advanced Studies

With the permission of the department, students may engage in advanced individual study under the guidance of a member of the . 1-3 credits.

ENGINEERING PHYSICS (ENGR)

ENGR 103. Engineering Graphics

Introduction to engineering drawing and Computer Aided Drafting (CAD). 3 credits

ENGR 203. Statics

Engineering mechanics, applied mathematics, concurrent forces, statics on rigid bodies, equilibrium, friction, three-dimensional theory, energy principles. Prerequisite: PHYS 103. 3 credits.

ENGR 204. Dynamics

Kinematics and dynamics of a particle. Rigid bodies, momentum principles, work and energy, vibrations, kinematics and dynamics in three-dimensional space. Prerequisite: ENGR 203. 3 credits

ENGR 205. Strength of Materials

Elementary analysis of strength and deformation of deformable bodies subject to various force systems. Strain and stresses in solids of one, two, and three dimensions. Prerequisite ENGR 203. 3 credits.

ENGR 220. Introduction to MatLab

This course introduces students to MatLab, one of the most widely used software packages for technical and scientific calculation, and to the numerical solution of problems in physics and engineering. 3 credits.

ENGR 252. Engineering Mechanics

The study of statics and dynamics with engineering applications. Deformation, strain and stresses in solids of one, two, and three dimensions. Introduction to the mechanics of continuous media, the kinematics and dynamics of fluids; viscous flow, turbulence, Bernoulli's theorem and the Navier-Stokes equation. Prerequisites: PHYS 103 and 104. 3 credits. On demand.

ENGR 262. Electronics

This course is designed for the student who desires a basic training in electronics. The course seeks to acquaint the student with the physical principles which govern the use of electronic devices and to allow the student to use these components in the design of circuits. 3 credits. On demand.

ENVIRONMENTAL SCIENCE (ES)

ES 228/CS 128. Geographic Information Systems

An introduction to the theory and practice of GIS, with applications to environmental planning and resource management. Classes will address basic cartography, creation and

interpretation of computerized maps, use of aerial photographs and remote sensing data, and the analysis and modeling of spatial data. Labs will familiarize students with the management and analysis of spatial data using ArcView GIS software. A brief introduction to outdoor use of global positioning systems will occur at the end of the semester. Class and labs will emphasize group projects of practical and local application. Equivalent to CS128. Prerequisite: General competence with a computer. Spring in odd years.

ES 301. Process Engineering

Examination of the major technological systems designed to control the impact of large municipal or industrial systems on the environment. The emphasis of this course will be to focus on the engineering, science and technology involved in these various processes and the regulation and control of these processes to minimize their impact on humans and human ecosystems. The evaluation of various systems including the specification of regulatory agency design parameters where they apply will be examined. Prerequisite: PHYS 103-104, 103L-104L. 3 credits. Fall in odd years.

ES 401. Environmental Regulation and Testing

An examination of the sources of various environmental regulations and the application of these regulations to industrial and municipal operations. The physical and chemical testing needed to enforce the regulations will be examined. Teams of students will work on case studies as projects to be presented in class with the objective of demonstrating complexity of enforcing regulations. Prerequisite: CHEM 101 and 102 or permission of instructor. 3 credits. Spring in odd years.

ES 402. Surface and Groundwater Hydrology

An introduction to hydrology, designed to provide the environmental science major with a broad survey of the concepts and techniques of hydrology. Topics include geomorphology, soils, surface and groundwater dynamics, mathematical modeling and flood prediction. Laboratory exercises will include soil, stream and groundwater sampling with an emphasis on quantitative analysis and computer modeling. Prerequisites: MATH 107, PHYS 103. 3 credits. Spring in even years.

ES 404. Internship in Environmental Science

A program designed to give qualified students an opportunity to spend an extended time on a practical environmental project. The projects will be completed in cooperation with an approved governmental or private agency. Open to second semester juniors and first semester seniors. Permissions of instructor required. 3 credits. Fall and Spring.

ES 490. Environmental Science Seminar

A series of presentations by those students who have completed their environmental science internship. The purpose of the seminar is to give students the opportunity to present an oral report on the tasks performed in their Environmental Science Internship and at the same time relate those tasks to broader areas of consideration in the environmental field. The course is a one-semester course designed to satisfy the Comprehensive Examination requirement for environmental science majors. 1 credit. On demand.

FINANCE (FIN)**FIN 301. Corporation Finance**

An in-depth analysis of the financial structure and problems of the corporation. Topics treated include valuation and risk, capital structure, the capital-budgeting decision, long-term financing decisions, working capital policy and financial analysis. Prerequisites: ECO 101, ACCT 201, QMX 211. 3 credits. Fall and Spring.

FIN 312. Econometrics for Finance

This course will develop both the theory and practice of econometrics at a level that will allow students to be knowledgeable producers and users of empirical research in finance. Among the topics covered are multiple regression and correlation, dummy variables, simultaneous equation models and the study of the methods utilized when the classical assumptions are violated. Prerequisites: MATH 122 and QMX 212. 3 credits. Fall.

FIN 321. Money and Banking

A study of the theory and practices of the monetary and banking systems of the United States and their influence on economic activity. Prerequisites: ECO 101 & 102. 3 credits. Fall.

FIN 322. Financial Institutions and Markets

A detailed examination of the major aspects of the United States money and capital markets. A survey of the operations and functions of private financial institutions and their effect on aggregate economic activity. Prerequisite: FIN 321. 3 credits. Spring.

FIN 333. The Economics and Finance of Sports

This course is designed for two purposes: to use sports to deepen our understanding of economics and financial markets and to use economics and financial markets to deepen our understanding of sports. There is a vast array of topics that we will cover including attendance modeling, salary structure, salary caps, financing of stadiums, tournament structure, competitive balance, doping in sports, gambling markets, etc. Key economic principles covered include supply and demand, industrial organization, price theory, labor markets, salary determination and discrimination, tournament theory, Coase Theorem, and game theory. Financial principles covered include financing of sports teams in different leagues, public vs private financing of stadiums, efficient markets hypothesis, and behavioral finance. We will cover historical topics and address current events. Students will participate in class discussion, read economic papers on sports, and give short presentations on the articles they read. 3 credits. Spring every other year.

FIN 401. Advanced Corporate Finance

An in-depth study of corporate finance. Topics will include valuation, risk analysis, risk management, capital budgeting, capital structure, mergers and acquisitions, market efficiency, long-term finance, and short-term finance. Prerequisite: FIN 301. 3 credits. Fall.

FIN 402. Problems in Finance

This course is the Finance capstone course. A case studies course designed to build upon and integrate the knowledge accrued from FIN 401 as well as other required courses in finance. Particular reference is made to current problems in finance. Prerequisites: FIN 401. 3 credits. Spring.

FIN 410. Student Investment Fund

The Student Investment Fund asks students to manage a real investment portfolio. Students make and implement assets allocation decisions, analyze sectors and individual companies, and manage administrative issues.

Students are responsible for reporting their activities and investment results to an advisory board. Prerequisites: FIN 301. 3 credits.

FIN 420. Student Investment Fund II

Students in Student Investment Fund II are asked to manage an energy hedge fund. Students will make investment decisions across all areas of the energy universe. They can trade (long or short) in equities, futures, and options. Students are responsible for active risk management and regular reporting to an advisory board. Prerequisite: FIN 410. 3 credits.

FIN 421. Investments

An introduction to the field of investments. Modern portfolio theory is treated in depth and provides the basis for a clear understanding of the Capital Asset Pricing model and Arbitrage Pricing Theory. Securities discussed will include common stock, preferred stock, corporate bonds, municipal bonds, warrants, convertibles and stock options. Prerequisite: FIN 301. 3 credits. Spring.

FIN 422. Portfolio Theory and Selection

A survey of recent theories of risk diversification and portfolio balance. The course begins with the study of differing attitudes toward risk among investors and the implications for asset selection. Alternative valuation methods are reviewed. The problems of forming efficient portfolios and of evaluating their performance as well as those of professionally managed ones are considered. The motivation and consequence of including options, futures and swaps in portfolios will also be examined. Prerequisite: FIN 421. 3 credits.

FIN 461. International Financial Management

A study of the problems and opportunities faced by the financial manager of firms exposed to foreign exchange risk. Topics covered will include the basic forms of foreign exchange contracts: spot, forward, futures and options, as well as the use of these contracts for hedging, arbitrage and speculative purposes. Investment and financing decisions in international capital markets will be discussed in detail. Prerequisite: FIN 301. 3 credits. Every 3 years
FIN 498. Independent Study and Research

Research in selected topics in finance and banking under the supervision of a faculty member. Designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits. On occasion.

FIN 499. Special Topics

A well-defined course of study in specific topics in finance such as business cycles, public finance, nonprofit finance and banking, which go beyond the regular course offerings.

FRENCH (FREN)

FREN 101-102. Elementary

The fundamentals of French grammar and structure. Seeks to develop language proficiency through communicative methods and culturally oriented materials. Prerequisite for 102 is 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

FREN 201-202. Intermediate

Intermediate-level French grammar with reading, practice in conversation and language analysis of selected literary texts and cultural materials. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

FREN 301. Conversation and Reading

Conversation and reading at the intermediate/advanced level stressing new vocabulary and idiomatic expressions. Prerequisite: 202, equivalent, or permission of instructor. Fall.

FREN 302. Advanced Grammar and Composition

Advanced language study stressing important grammar principles to be applied in the creation of written documents. Prerequisite: 202, equivalent, or permission of instructor. 3 credits. Spring.

FREN 304. Culture and Civilization

A study of the political, social and literary movements of France, accompanied by a study of its geography and major industries. Prerequisite: 301 or 302, equivalent, or permission of instructor. 3 credits. On occasion.

FREN 335. Special Topics in French: Language

Directed reading and research in topics dealing with the language and grammar of French. Prerequisite: 302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

FREN 402. Literature of the Middle Ages and the 16th Century

A study of texts representing major authors and movements from the Middle Ages (Crusades, courtly love, theater and poetry) to the Renaissance (Rabelais, Montaigne and poets of the Pleiade.) Prerequisite: 302, equivalent, or permission of instructor. 3 credits. On occasion.

FREN 403. Literature of the XVIIth and XVIIIth Centuries

A study of the great plays (Racine, Molière and Corneille) of France in the age of Louis XIV to the Age of Enlightenment as seen in its principal genres ("philosophical" works of Montesquieu, Voltaire, Diderot and Rousseau and the fictional or dramatic works of LeSage, Marivaux, Prevost and Beaumarchais). Prerequisite: 302, equivalent, or permission of instructor. 3 credits. On occasion.

FREN 404. Literature of the XIXth Century

Study of novels, poetry and theater representing the major literary movements of the period such as neo-classicism, romanticism, realism, naturalism and symbolism. Prerequisite: 302, equivalent, or permission of instructor. 3 credits. On occasion.

FREN 405. Theater of the XXth Century

Examination of contemporary dramas of the theater of Giraudoux, Cocteau, and Anouilh, the existential theatre of Camus and Sartre and the theater of the absurd of Ionesco and Beckett. Prerequisite: 302, equivalent, or permission of instructor. 3 credits. On occasion.

FREN 406. Novels and Poetry of the XXth Century

Analysis of representative works of the major novelists and poets of the Twentieth Century. 3 credits. Prerequisite: 302, equivalent, or permission of instructor. 3 credits. On occasion.

FREN 413. Seminar in French

Prerequisite: 302, equivalent, or permission of instructor. 3 credits. May be taken more than once. On occasion.

FREN 435. Special Topics in French: Literature and Culture

Directed readings and research in topics dealing with Francophone cultures and literatures. Prerequisite: 302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

FREN 450. Comprehensive Exam

Students who are graduating with a major in French must register for this course in the semester of their official graduation. Students who are majoring in Modern Languages must register for this course if French is their primary language. Registering in this course will enable students to take the required Comprehensive Exam. A grade of 75% will be necessary to pass the exam and the class. 0 credit.

GREEK (GRK)

The following courses will be offered by members of the department when registration warrants.

GRK 101-102. Elementary Greek

The study of the fundamentals of the Greek language: etymology, syntax and vocabulary. Daily exercises in translation. 6 credits. Fall-Spring.

GRK 201. Introduction to the Greek Authors

Brief review of syntax. Selections from representative authors. Lectures on the history of Greek literature. Prerequisite-Greek 101-102. 3 credits. Fall.

GRK 202. Plato

Readings from the Apology and the Crito. 3 credits. Spring.

GRK 301. Homer

Selections from the Iliad and the Odyssey. Discussion of the Homeric Question. Lectures on the Cyclic Fragments. 3 credits. Fall.

GRK 306. Xenophon

The life and works of Xenophon. Reading of selections from the Anabasis or from the Hellenica. 3 credits. Spring.

GRK 401. Greek Old Comedy

Aristophanes: Nubes, Ranae. 3 credits. Fall-Spring.

HISTORY (HIST)**Survey Courses****HIST 100. First Year Seminar for History Majors**

This course is an introductory course for history majors to be taken the fall semester of the first year. The course serves as an introduction to both the discipline and the department. Although the specific content will change from semester to semester, students will be introduced to key concepts, such as historical schools of thought, basic research techniques, and types of history. 3 credits.

HIST 101. Europe to 1815

Surveys the principal political, economic, and intellectual forces in European history from the late Middle Ages through the Napoleonic period. The major trends, key personalities, and important institutions are investigated and assessed for their historical significance. Specific topics to be covered include the Renaissance, Protestant Reformation, the Scientific Revolution, and the Enlightenment, among others. Fall. 3 credits.

HIST 102. Europe since 1815

Surveys the principal political, economic, social, religious, cultural and intellectual forces in Europe from the time of Napoleon to the present. The specific topics that will be studied include the Romantic era, the Industrial Revolution, European imperialism, urbanization, the two world wars and the growth and decline of Communism, among many others. 3 credits. Spring.

HIST 201. United States History to 1865

A survey of the history of the United States from its discovery through the Civil War. American social, economic and cultural influences are woven into the traditional political pattern. Emphasis is on the Colonial Era, the American Revolution, the Early National Period, the Age of Jackson and the Civil War. Fall. 3 credits.

HIST 202. United States History Since 1865

A survey of the history of the United States from Reconstruction to modern times. The course focuses upon the social, economic and cultural growth of the modern United States in the setting of traditional political events. Emphasis is given to the growth of business, Progressive Reforms, the Roaring Twenties, the Great Depression, the World Wars and post-war America. 3 credits.

World History**HIST 307. Colonial Latin America**

An examination of the social and economic history of Latin America from the coming of the first Europeans until independence in the 1820s. Topics emphasized will include the physical and spiritual conquest, the forging of new societies, the decline of empire and attempts at reform and the coming of the wars for independence. 3 credits.

HIST 308. Modern Latin America

The course surveys the history of Latin America from independence in 1825 until the present. Special attention will be paid to socio-economic change. Among the topics to be considered are causes of political instability, populism, the Mexican and Cuban revolutions and the relationship with the United States. 3 credits.

HIST 309. Argentina and Brazil from 1700 to the present

This course will examine the history of the two largest countries in South America from 1700 until the present. It will focus on how the two societies evolved from being very different to having similar problems. Among the topics discussed will be the impact of rapid economic growth, immigration from Europe especially Italy, the inability to establish working democratic systems and repression under military dictatorships. 3 credits.

HIST 310. History of Mexico

An examination of Mexican history from the coming of the Spanish until the present. Particular attention will be given to the creation of a new society, one that was neither European nor a product of the original inhabitants. The course will also focus on the attempts to create a national identity and on the Revolution of 1910 and its impact on society. 3 credits.

HIST 311. The United States and the Caribbean

This course will examine the relationship between the United States and Central America and the islands of Spanish-speaking Caribbean. The focus will be on the period from 1898 to the present. Among the topics to be explored are: the reasons for the United States' interest in the region; the impact of that interest on local politics; the long-range impacts of intervention; the impacts of North American culture; and an analysis of which social groups ally with outside interests and which oppose them. 3 credits.

HIST 325. Modern Britain and Ireland

A survey of the intertwined history of Great Britain and Ireland over the past two centuries. Topics to be studied include the Industrial Revolution, the British Empire, the Irish potato famine, the world wars, and the problems in Northern Ireland. Spring Odd Years. 3 credits.

HIST 327. The French Revolution and Napoleon

A detailed analysis of one of the most exciting and important eras in the history of the world. The course will trace the collapse of the Old Regime, the various stages of the Revolution, and the rise and fall of Napoleon. The class also will examine the legacies left by the Revolution and Napoleon on France as well as on the entire world. Fall Even Years. 3 credits.

HIST 359. US In The World

This course examines the history of the United States from the late nineteenth century to the present. During this period, the United States came to play an increasingly important role on the global stage after its Civil War. By placing the United States within a world context, this course seeks to examine ideas such as U.S. exceptionalism, the historical roots of U.S. hegemony, and more generally the utility of national histories. 3 credits.

HIST 360. World History to 1450

This course is descriptive and analytical survey of world cultures from early river valley civilizations to 1450, with an emphasis on non-Western civilizations in Asia, Africa and the Middle East. Among the themes explored are the importance of land and water trade routes as conveyors of civilizations, the influence of nomadic peoples on the spread of ideas and technologies, the reshaping of local

cultures as Buddhism and Islam spread to Asia and Africa, and the importance of urban centers such as Baghdad as intellectual and cosmopolitan capitals before the “rise” of the West. Fall. 3 credits.

HIST 361. World History since 1450

This course surveys world history since 1450 in order to provide with a historical context for understanding current world problems. Using an analytical and comparative approach, it examines the rise of Western global hegemony and how the non-West responded and is still responding. We will look at a wide range of topics and issues including nationalism, imperialism, decolonization, and globalization. What role has trade, technology, war and revolution played? How have national and regional interests in the Middle East, Asia and Africa resisted and/or competed with the advance of globalization? What geographic, economic, social, and cultural factors created today’s world? Spring. 3 credits.

HIST 362. History of Imperial China to 1800

China is frequently represented as a monolithic civilization, self-isolated and static in pre-modern times. This course is a descriptive and analytical survey of Chinese history from its mythological and historical origins in the 2nd millennium BCE to its confrontation with the West in the 19th century. It focuses on critical junctures in the evolution of China's civilization and the forces that shaped it including the development of political philosophies, state ideologies, and bureaucratic institutions; empire-building, invasion, and rebellion; economic vitality and technological advancement; and, finally, China's rich and varied intellectual, social and cultural life. Fall. 3 credits.

HIST 363. Modern China

Many view China as an ethnocentric civilization that responded to Western intrusions haphazardly, suffered under Japanese imperialism then under a communist regime but is nonetheless poised to become a dominant world power. This course is a descriptive and analytical survey of Chinese history from the 19th to the 21st century with an emphasis on China's search for identity and power in the modern world. It examines the changing relationship between the Chinese state and Chinese society and the evolving

relationship of the Chinese nation to the rest of the world over the past two centuries. 3 credits. Spring.

HIST 364. Modern Japan

After reviewing early Japanese history to understand how Japanese political and cultural traditions shaped its responses to the West, this course will focus on the rise of Japan from the mid-19th. Topics include how Japan “Westernized” became a major world power by the early twentieth century, how the Japanese experiment with democracy gave way to Japanese militarism and imperialism, how the war in the Asia and Pacific evolved out of a confluence of Japanese nationalism and world politics, why there is a continuing controversy over the dropping of Atomic bombs to end the war, how the American occupation shaped contemporary Japan, and Japan continues to struggle with its historical legacy. This course will emphasize comparison, analysis and interpretation and include a variety of material including historical studies, documentaries and film. Fall Even Years. 3 credits.

HIST 365. History of the Modern Middle East

This course is an intensive study of a very expansive topic: the rise of the modern Middle East. It examines this topic from three different perspectives: the rise of individual nation-states, the emergence of a region with conflicting religious and political identities, and an international arena of competing global interests. 3 credits.

HIST 366. Women in East Asia

Women in East Asia explores how Chinese and Japanese women created, accepted, defended, revised, or resisted their roles in traditional society and how those roles changed after the coming of the West. It will use a comparative approach to understand the similarities and differences in these two traditions as well as how women's roles varied across class and ethnic boundaries. This course uses an interdisciplinary approach, emphasizes discussion and includes a variety of sources including historical studies, oral histories, fiction and film. 3 credits.

HIST 394. Special Topics in History

This course will deal with countries, topics or periods of history that are not usually studied in other courses offered by the department. 3 credits.

American History**HIST 206. Introduction to Public History**

A survey of the broad range of career fields and areas of interest in which history can be applied. These include museums, historical societies, archives, historic sites, government agencies, historic preservation projects private consulting firms, computer applications, and grant writing, as well as others. Fall Even Years. 3 credits.

HIST 208. History of American Women

This course will examine the history of women in North America from the earliest European settlements to the present. Women's struggles and contributions will be studied culturally, socially, economically and politically as we examine their work in the domestic sphere, factories, fields and their demonstrations for rights in the streets. 3 credits.

HIST 359. U.S. in the World

This course examines the history of the United States from the late 19th Century to the present. During this period, the United States came to play an increasingly important role on the global stage after its Civil War. By placing the United States within a world context, this course seeks to examine ideas such as U.S. exceptionalism, the historical roots of U.S. hegemony, and more generally, the utility of national histories. 3 credits.

HIST 401. Colonial American History

The discovery, exploration and settlement of North America; and the development of a British colonial civilization are examined. Emphasis is given to political, economic, social and cultural trends within the colonies, and to their relationship to the rest of the British Empire, up to the end of the French and Indian War. 3 credits.

HIST 402. The Era of the American Revolution

Intensive study is focused upon the period from the French and Indian War to the Philadelphia Convention, with specific

attention to the foundations of a new American national spirit. 3 credits.

HIST 403. The Early National Period

Beginning with the creation of the United States, the development of the American nation is studied through the early 1820s. Special emphasis is given to the rise of political parties and to the influence of world events upon the new American nation. 3 credits.

HIST 407. Twentieth Century United States

A thorough and detailed investigation of the history of the United States to 1945 touching social, economic, political and intellectual developments. Fall. 3 credits.

HIST 408. Twentieth Century United States

A thorough and detailed investigation of the history of the United States from 1945 to the present touching social, economic, political and intellectual developments. The role of the United States in world affairs will be stressed in this course. Wide reading in specific works will be required. Spring. 3 credits.

HIST 410. U.S. Constitutional History

A study of the historical background and the legal development and application of the U.S. Constitution. This course deals with constitutional developments of the Civil War and Reconstruction, the later amendments, and the extension of federal authority in the 20th century. 3 credits.

HIST 418. African-American History

This course will survey the history of African-Americans from the beginning of their involuntary migration to North America in 1619 to the present day. After examining the origins of racism, the course will follow the ongoing struggle for equal social, cultural, economic and political rights. 3 credits.

HIST 419. Digital History and Archival Practices

This course is designed to encourage students to blend the traditional skills of a historian (the sorting and analysis of documents) with new technologies. Students will work with primary and secondary documents and also will become familiar with Internet research, Web page creation, databases and a variety of software programs. In addition, students will be introduced to archival management and

exhibit creation. Approximately one third of the course will be spent in the library working with archival documents. 3 credits.

HIST 420. Immigration in U.S. History

Immigration, one of the most powerful and enduring symbols of the United States, remains a contentious issue in contemporary America. The enduring political debates about comprehensive immigration reform and border security, the ongoing mobilization for immigrant rights, and the hopes and fears of a changing America all demonstrate the continued importance of immigration in American society. This class will explore these contemporary issues and others, while also providing a historical and transnational perspective, moving from the turn of the 20th Century to the present day. More broadly, the class will investigate immigration patterns, immigration policy, and immigrants' lives.

HIST 429. 20th Century America in Film and History

Twentieth Century America in Film and History offers an exploration of United States cultural and social history through the medium of film and other mediums of mass culture. Throughout the semester students will view a variety of films arranged in chronological order. The class will discuss and write about those films as primary documents within an historical context, as manifestations of popular culture, as reflections of society, as manifestations of business and technology, and as works of art. Spring Even Years. 3 credits.

HIST 475. World War II

Analyzes the causes, the diplomatic and military history, and resolution of the Second World War. This course also examines the causes of the Cold War, the relationship between diplomacy and the origins of such a war, and the global impact of this conflict. 3 credits.

HIST 494. Special Studies in Historical Topics

This course will involve studying an area of history that is not regularly treated in detail in other courses offered by the department. 3 credits.

History Majors

HIST 200. Historical Methods and Historiography

A required introductory course in the methods of historical research and writing. The purpose of this course is to familiarize the student with the most famous philosophies of history and to instruct the student in the techniques of how to gather and to organize facts, to check their accuracy and to report the findings simply, clearly and gracefully. The course will unify the history major's program and prepare the student to do independent research in History 498-499. Fall. 3 credits.

HIST 491-492. Advanced History Reading Program

This required course is designed for senior History majors. In a seminar format, a small group of students will meet once a week to discuss an assigned book. This intensive reading course will serve as a capstone to a student's college career. Each student not only will be required to read and analyze several books, but also explain and defend his or her interpretations. The weekly readings will encourage students to synthesize knowledge and employ skills gained in previous semesters. Fall/Spring. 3 credits.

HIST 495. History Internship

Awarded to deserving junior and senior students. Each student will work for one semester for a scholarly journal, historical association, archival depository, or historical museum. The student will be responsible for a variety of tasks, including the preparation of materials intended for publication and the identification and cataloging of historical records and artifacts. Fall/Spring. 3 credits.

HIST 496. Independent Study

Under the guidance of a professor, a student will engage in an advanced project of reading or research. 1-3 credits.

HIST 498-499. Senior Research Paper

The primary purpose of this paper is to aid qualified senior history majors in developing the ability for independent study and research and in producing a thesis that is intelligently conceived, carefully researched, closely reasoned, properly documented, and clearly and effectively presented. An individual

student will work under the guidance of a professor on an agreed-upon topic. 3-6 credits.

HONORS (HON)

HON 299. Seminar-style courses with variable topics providing for discussion of current or relevant issues which traditional courses cannot cover in depth. Topics are often interdisciplinary in nature. Students are required to take at least two of these seminars to complete their Honors course requirements. Multiple varieties offered every semester with no prerequisites

HON 401. Advanced Honors Seminar

The Advanced Honors Seminar is offered annually in the spring semester. It is designed to challenge upper-level students (usually juniors) from a variety of majors to work together on critical contemporary issues. More recent topics have included: current cases before the United States Supreme Court; topics in environmental ethics; issues in American medical care; an interdisciplinary examination of the Holocaust; contemporary challenges to the idea of the University; literary expressions of generational identity; the Bible in American politics; and contemporary problems in American democracy. Future topics will change, but the challenges and purposes will remain. 3 credits.

HON 498/499. Honors Project

The Honors Project is a year-long endeavor in which an honors student works intensively on the definition and solution of a scholarly problem, or on the development of a creative work. The honors student's work is guided by an adviser, and submitted to two readers for approval. Upon completion, it is publicly presented to interested faculty, students and guests. A copy of the project is bound and placed in the permanent collection of the Friedsam Library. An honors project is usually pursued in the student's senior year and is required of all honors degree graduates. 6 credits.

IRISH STUDIES (IRS)

IRS 101. Celtica Heroica: Wizards, Warriors, The Sidhe, and the Adumbration of the Irish Temperament

An exploration of the cultural legacy of the Irish Celts from the 2nd to 8th century A.D. and of its effect into modern times on the Irish character and imagination. 3 credits.

IRS 102. The Roots of Modern Ireland

An historical and cultural survey of some of the episodes, forces and figures, from the Vikings to Parnell, that have persisted in Irish memory and, so, have helped to mold the modern Irish character: the Pale, Cromwell, Wolfe Tone, the Great Hunger, Home Rule, etc. 3 credits.

IRS 103. Emissaries of Modern Irish Literature

An in-depth sampling of some of the major Irish literary works in English of the 20th century, using James Joyce's "Dubliners" as a point of departure: an examination into how literature became, in 20th-century Ireland, the most authentic mode of personal and national self-expression. 3 credits.

INTERNATIONAL STUDIES (IS)

IS 101/CLAR 208. Introduction to International Studies

This course is centered on the theme of "crossing borders." The main focus is on the U.S.-Mexican and the U.S.-Canadian borders, but comparative material will also be discussed on the immigrant experience in Western Europe, where a parallel anti-immigrant backlash is occurring. This will provide a contrast of how different "Western" nations (U.S., Canada, various European cases most likely including France, the Netherlands, and Spain or Italy) are dealing with an influx of "non-Western" immigrants. Throughout the semester we will consider the concept of "borders" - both geographic/political and psychological. In our increasingly globalized world, how has the significance of borders changed? We will explore questions of identity, citizenship, culture/culture wars, "the other," community and difference. 3 credits.

IS 102. Global Catholicism

This course explores the different forms that the Catholic Church has taken as it has adapted to diverse cultures around the world and attempts to unpack the idea of "catholicity" for our contemporary time. It introduces the student to a variety of issues facing Catholic Christians that arise in the contemporary context of globalization.

Besides looking at theological and religious expressions and adaptations of Catholic beliefs, attention will be given to the socio-political global scene and how Catholicism approaches the modern day reality of interdependency, respect and need of accountability between cultures.

Contemporary sensitivity to the categories of culture, identity and location is responsible for a vital creativity evident in contributions, challenges and critiques by various current catholic thinkers and theologians. Special emphasis will be placed on the Franciscan experience and response to globalization on social justice issues relying on available material from Franciscans International, the non-governmental organization (NGO) with general consultative status at the United Nations, and material from the Vatican Secretariat of State and other Pontifical departments which deal with issues of international concern. 3 credits.

IS 201. International Studies and Globalization

This course is designed to give international studies majors and minors and other interested students an overview of the major themes, concepts and issues of the interdisciplinary field of international studies. Students will become familiar with the disciplines that make up international studies and their respective research methods as they learn about the historical, economic, political, legal and cultural elements of globalization. Some of the themes that students will explore in this course include poverty and economic development, international security, human rights, and the future of the nation state in a global perspective. 3 credits.

IS 350. World Cinema

This course explores the cinematic production on a global scale. The chosen films will reflect the unique socio-cultural characteristics distinguishing the countries under analysis. Students will analyze movies to understand how visual images provide a direct impression

of people living in different environments. Students will acquire distinct national and subnational perceptions of global issues including, among others, the challenges posed by modernization, ethnic conflict, war and poverty. 3 credits.

IS 491. Senior Thesis

The primary purpose of this course is to permit students to write a significant research paper that will demonstrate their abilities to do independent work and research on the region of the world that they have chosen for their World Regional Concentration. The thesis will allow students to demonstrate how successfully they have integrated the material from their courses. The thesis should be carefully researched, logical, properly documented, make clear and reasonable arguments and be well written. 3 credits.

IS 494. Special Topics on International Topics

When deemed appropriate a class on a special international topic will be offered to all students. Such a course can replace any required or elective course in IS, except IS 102, 104 and 491. Approval must be granted by the Director of International Studies. 3 credits.

IS 496. Independent Study

Under the guidance of a professor a student will engage in an advanced project or reading or research. Approval by the director of International Studies must be granted. Such course can replace any required or elective course in IS, except IS 101, 102 and 491. 1-3 credits.

INFORMATION TECHNOLOGY (IT)**IT 103. Introduction to Document Creation**

Using word processing software, students will produce written documents, including letters, memos, multi-page reports, and newsletters. Note: IT 103, 104 and 105 may not be taken for credit after any other 3-credit computer course. 1 credit. Fall and Spring.

IT 104. Introduction to Spreadsheets

Students will create spreadsheets to facilitate decision-making and illustrate numeric data using relative and absolute addresses, formulas, and system functions. Students will create tables to graphically present information in a spreadsheet and will create

integrated documents using word processing and spreadsheet applications. Prerequisite: IT 103 or demonstration of proficiency. Note: IT 103, 104 and 105 may not be taken for credit after any other 3-credit computer course. 1 credit. Fall and Spring.

IT 105. Introduction to Databases

Students will build and query a database and create forms and reports from database tables. Students will create integrated documents using word processing and database applications. Prerequisites: IT 103 and IT 104 or demonstration of proficiency. Note: IT 103, 104 and 105 may not be taken for credit after any other 3-credit computer course. 1 credit. Fall and Spring.

IT 120. Introduction to Computers

An introduction to the components and functions of a computer system, the Internet, and applications software. Students become familiar with the Internet and the campus e-mail program. Word processing, Web creation, spreadsheet, database, and presentation applications are used to provide practical experience using a personal computer. Note: IT 120 includes material from IT 103, 104, and 105. Students having completed one of those courses should not enroll in IT 120. Likewise, students who have completed a computer science course numbered 131 or higher should not enroll in IT 120. 3 credits. Fall and Spring.

IT 123. User-Centered Web Site Design

An introduction to the creation of effective web pages and sites. Topics related to effective site creation include color, typography, layout and multimedia. Students will create web pages directly by producing html and css documents using a personal computer. 3 credits. Fall of most years.

IT 192. Independent Study in Information Technology

Independent study or project in some area of introductory computer applications or computer science under the supervision of computer science faculty. Prerequisite: permission of the department. 1-3 credits.

IT 280. Special Topics in Information Technology

An intensive study of how information technology can be used in various fields.

Students will be exposed to applications in both a theoretical and hands-on manner. Although there is no separate laboratory section, students will complete substantial amounts of their work using software applications. 1-3 credits. Offered periodically.

ITALIAN (ITAL)

ITAL 101-102. Elementary

The fundamentals of Italian grammar and structure. Seeks to develop language proficiency through communicative methods and culturally oriented materials. Prerequisite for 102: 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ITAL 201-202. Intermediate

Intermediate-level Italian grammar with reading, practice in conversation, understanding content in excerpt from selected literary texts and cultural material. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

ITAL 301. Advanced Conversation and Composition

Advanced language study stressing conversation and composition through the analysis of current issues in modern Italian society. This course will help students develop competence in the Italian language and culture. ITAL 202 is required. 3 credits. Fall.

ITAL 302. Advanced Grammar and Composition

Advanced language study stressing grammar and composition through the analysis of literary works and films. This course will help students develop competence in the Italian language and culture. Prerequisite: ITAL 202, equivalent, or permission of instructor. 3 credits. Spring.

ITAL 335. Special Topics in Italian: Language

Directed reading and research in topics dealing with Italian language. 1-6 credits. Prerequisite ITAL-302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

ITAL 435. Special Topics in Italian: Literature and Culture

Directed readings and research in topics dealing with Italian cultures. 1-6 credits. Prerequisite ITAL-302, equivalent, or permission of instructor. May be taken more than once for a maximum of 6 credits. On occasion.

JOURNALISM AND MASS COMMUNICATION (JMC)**JMC 101. Communication Today**

An overview of the rapidly changing fields of journalism and strategic communication, their history and their relationship to society. Areas covered include newspapers, magazines, broadcasting, public relations, advertising and how those areas and others are impacted by the move to digital media. The beginning course for all Journalism and Mass Communication and Strategic Communication and Digital Media majors and open as an elective to all other students. 3 credits. Fall and Spring.

JMC 110. Professional Writing I: Style

"A writer is a person for whom writing is more difficult than it is for other people," said Thomas Mann. That's because a writer appreciates just how important the act of writing is. In JMC 110, you will learn to think like a writer. Why does writing matter? What does that really mean? You will look at the relationship between art and craft, examine the importance of audience, and begin a conscious exploration of your own writing process. You will also see why mechanics play a key role in articulating your ideas clearly. 3 credits. Fall and Spring.

JMC 111. Professional Writing II: Craft

Building on skills and behaviors introduced in JMC 110, JMC 111 helps put the concept "Writing is important" into practice: Understand mechanics. Insist on clarity. Attend to detail. Know your audience. Meet deadlines. Be curious. Make good choices. Tell good stories. Demand excellence. Prerequisite: JMC 110. 3 credits. Fall and Spring.

JMC 140. The Digital World

A fundamental examination of the skills needed to succeed in the world of communications technology, from shooting and editing video using large camcorders or

smart phones, the principles of audio and lighting, writing for all media, and the use of Internet-based resources for the latest communications. 1 credit. (Five-week course).

JMC 201. Reporter's Narrative: Style

The basic course in the principles and practices of writing and reporting for print and digital news platforms. Stresses ledes, story organization, accuracy, objectivity, and developing a news sense. Prerequisite: JMC 111. 3 credits. Offered every semester.

JMC 202. Reporter's Narrative: Craft

Writing and reporting in-depth for all news platforms. Covers investigative research and interpretive journalism. Assignments stress interviewing and investigative techniques. Prerequisite: JMC 201. 3 credits. Offered every semester.

JMC 202H. Writing and Reporting II (Honors)

Honors option available. 3 credits.

JMC 241. Introduction to Radio

This course will look at the operation of a typical radio station, from programming, sales and promotions to the technology that makes it all happen. The course will also look at the history of radio with a special focus on current trends in the business, such as Internet radio, ownership consolidation, syndication, satellite programming and regulatory changes. 3 credits. Offered on occasion.

JMC 245. Video Production

Fundamentals of using visuals to tell news and feature stories. Concentrations will be on learning how to sequence a story visually with still pictures, then with field cameras and digital storage. In addition, students will learn how to edit video shot in the field into finished stories. 3 credits. Offered every semester.

JMC 251. Introduction to Desktop Publishing

Introduces design principles and production techniques while focusing on Macintosh technology and software programs as design and production tools for the print media. An emphasis on typography, layout and graphic design for the beginner. 3 credits. Offered on occasion.

JMC 261. Photojournalism I

A basic course emphasizing photography from the journalistic perspective. Fundamentals of

camera operation, exposure, lighting and composition. Introduction to Photoshop and the digital imaging process. 3 credits. Offered every fall.

JMC 262. Photojournalism II

This course builds upon the skills learned in JMC 261. Principles and practices of journalistic photography, news, sports and feature photography. Picture story and photo essay. Combining words and pictures. Students are encouraged to shoot for on- and off-campus publications. Prerequisite: JMC 261 or equivalent with instructor's permission. 3 credits. Offered every spring.

JMC 281. Introduction to the Magazine

Various types of magazines, including general interest, consumer and other specialized magazines are analyzed. Steps in producing a magazine are discussed. Research project involves selected magazine critiques, a magazine prospectus and creation of a dummy magazine. Editorial, business and mechanical procedures are considered. 3 credits. Offered on occasion.

JMC 300. Media Law

The intersection of the law and communications — both the traditional media and legal areas relating to advertising. Major decisions of the U.S. Supreme Court and other courts relating to issues including the Internet, prior restraint, privacy, libel, copyright and broadcasting are considered. Ethical issues involved in the communications fields are also discussed. Prerequisite: Juniors/Seniors or permission of instructor. Open to students in all majors. 3 credit hours.

JMC 300H. Media Law Honors

The intersection of the law and communications —both the traditional media and legal areas relating to advertising. Major decisions of the U.S. Supreme Court and other courts relating to issues including the Internet, prior restraint, privacy, libel, copyright and broadcasting are considered. Ethical issues involved in the communications fields are also discussed. Prerequisite: Juniors/Seniors or permission of instructor. Open to students in all majors. 3 credit hours.

JMC 301. Advanced Editing

Centers on the practical experience of running a copy desk and producing professional-

quality newspaper pages. Refinement and speed is added to existing skills. The course covers picture editing, typography, design, and those computer skills required to oversee production of pages and sections. Students aim for the finished product and learning is by doing. Prerequisite: JMC 202. 3 credits.

JMC 305. Computer-Assisted Reporting

Searching, finding, writing. Traditional and online methods that underpin scholarship, journalism and related areas; questionnaires, content analysis, literature reviews, Web searches, spreadsheets, databases, listservs, newsgroups and so on. Legal and ethical issues examined. Stress on writing practice. Prerequisite: JMC 101. 3 credits. Offered annually.

JMC 310. Feature Writing

The writing of newspaper features and magazine articles. A course objective is to write for publication. Prerequisite: JMC 202. 3 credits. Offered on occasion.

JMC 312. Sports Writing

The writing and reporting of sports and athletics for all mass media in both the educational and commercial sectors. Emphasis is on writing play-by-play and human interest features, as well as in-depth reporting. An analysis of the principles and practices of sports information is emphasized. Prerequisite: JMC 202. 3 credits. Offered annually.

JMC 315. Persuasive Writing and Rhetoric

An upper-level writing course for students interested in public relations. Concentration on the finer points of wordsmithing in the context of a variety of public relations functions such as promotional copywriting, speechwriting, media relations and quote-crafting. A scrutiny of word choice, phrasing and organization to create maximum deliberate effect. Includes an ethical component to understand how rhetorical choices can lead to intentional and unintentional consequences. Prerequisite: JMC 202. 3 credits. Offered on occasion.

JMC 318. Creative Nonfiction

True stories told well — that's the premise behind creative nonfiction, a genre that spans a broad spectrum from literary journalism to memoir. Springing from a long tradition of writing that emphasizes verisimilitude, creative

nonfiction employs the literary conventions of fiction and poetry to explore the truth in ways beyond the mere transmission of facts and information. Students will read examples of creative nonfiction to get a sense of the genre's possibilities while also writing creative nonfiction projects of their own. Prerequisite: Sophomore standing. 3 credits.

JMC 319. Writing Spaces and Places

In works of creative non-fiction, place is often a central character in the narrative, providing background, context, and backdrop for the action. Through place, writers explore the world around them literally and metaphorically, creating profound connections between themselves and the spaces they occupy — as well as connections between readers and those spaces. While looking at effective examples of writers who write about space and place, students will have the opportunity to explore the world around them through writing of their own. 3 credits.

JMC 320. The Principles & Practices of Public Relations

An introductory public relations course that examines the research and assessment of the organizational public relations environment, establishing goals and objectives, selecting appropriate courses of communication action, implementing those communication programs and evaluating performance. The goal is to familiarize students with the background and content of public relations management, helping them to understand the nature of managerial and ethical responsibilities of public relations practitioners. 3 credits. Offered every fall.

JMC 322. Sports Communication

(Majors only) Examines the techniques and strategies used in the communications/public relations field for college and professional sports and how they shape the reporting of sports news. Course will cover writing, design and layout for press releases, publications and websites. Includes analysis of sports public relations as a career field. Prerequisite: JMC 201. 3 credits. Offered on occasion.

JMC 325. Media and Environmental Affairs

This course will look at the way media have been used in environmental public relations campaigns and in environmental advocacy. The course will also examine how research is

conducted, publics are decided, and campaigns are developed and evaluated. This class will also emphasize case studies of environmental campaigns. New technologies, worldwide ecotourism, and current issues will be discussed. 3 credits.

JMC 329. Press Release Writing*

This course provides an intensive environment for students to hone their writing skills with press releases. Prerequisite: JMC 202 or instructor's permission. 1 credit. Offered on occasion.

JMC 330. The Advertising Campaign

The class will function as a full-service advertising agency in workshop format, encompassing an overview of advertising as the creative message in print, radio and television. Students will concentrate on the development of an advertising campaign for a particular client, readily demonstrating a strong command of media planning and research, layout, design, copywriting and conceptual thinking. 3 credits. Offered every fall.

JMC 340. Broadcast Reporting

Fundamentals of broadcast news and sports writing and reporting. Areas covered will include learning how to write in broadcast style, writing into and out of sound bites, selection of bites, use of natural sound throughout stories, writing to visuals, standups and learning how to sound professional and credible on the air. Prerequisite: JMC 245. 3 credits. Fall and Spring.

JMC 341. Sports TV Production

This course will help students develop the skills involved in the production of live sports telecasts, using the university's broadcast truck. This course will allow students to specifically learn to work on-air, as well as produce and direct game telecasts, work as video cameramen, audio operators, technical directors, and graphics operators/producers. Because students will actually produce content for air, class times and dates in the later portion of the semester may be changed to fit the events being covered. Students are apprised that they will need to plan for this when a schedule of events that can be televised is available. 3 credits.

JMC 345. On-Air Announcing

This course offers instruction for improving on-air delivery for radio and television announcers. 3 credits. Offered every fall.

JMC 369. Photographic Art Direction*

This course provides an introductory look at setting up photos for promotional purposes with an emphasis on their uses in public relations and advertising contexts.

Prerequisite: JMC 202 or instructor's permission. 1 credit. Offered on occasion.

JMC 370. Web Communication

(Majors only) Examines specifically how to manage a website in order to best meet an organization's goals as well as the needs of various audiences. Students create web pages and websites with a focus on content and design, applying important public relations principles such as credibility, organization and adaptability. J/MC majors and minors only. Prerequisite: JMC 202. 3 credits. Offered on occasion.

JMC 375. Digital & Social Media in Journalism & Communication

Digital and social media continue to alter the way we live, work and study. Journalism and communications are among the leading fields participating in this exciting communication shift. For journalists, the use of these new media channels affects research, interviews, writing and promotion of news content. For communications professionals, these channels offer fresh considerations in areas such as public relations, advertising, marketing and employee relations. In addition to exploring these areas and issues, the course will also help students apply tools like Twitter, LinkedIn, wikis, and video sharing to journalism, communications and career preparation/networking. Prerequisite: JMC 111. 3 credits.

JMC 399. Communication Research Methods

This course provides an overview of mass communications research methods, including survey research, laboratory and field experiments, and content analysis.

Prerequisite: JMC 101. 3 credits. Offered every spring.

JMC 400. Case Studies in Media Ethics

The course introduces students to ethical dilemmas faced by practitioners in the fields of

journalism and mass communication. It will provide them with a basis for thought processes and analysis critical to finding solutions. Readings and case studies will be complemented by guest speakers who have been confronted with ethical questions. Prerequisite: juniors and seniors only. Majors and minors only. 3 credits. Offered on occasion.

JMC 401. Special Studies in Journalism and Mass Communication

This course gives students the opportunity for in-depth study of JMC-related issues and topics. Students may arrange for planned independent study in journalism and mass communication under the guidance of a faculty adviser. School permission is required. 1-3 credits.

JMC 410. Journalist's Workshop

A hands-on community news reporting course that incorporates all reporting, writing, video and editing instruction taken by the time a student reaches junior class status. Class members will maintain an online news site covering communities surrounding the university. 6 credits. Fall and Spring plus Summer internships.

JMC 411. Opinion Writing

The intent is to familiarize students with the techniques of fact-finding, interviewing and writing necessary to produce editorials and commentaries for print and digital publications. Techniques of effective argumentation will be stressed. Students will publish on their own blogs as part of JMC professional portfolio development.

Prerequisite: junior and senior majors only. 3 credits. Offered every fall.

JMC 412. Sports Commentary and Analysis

The course familiarizes students with the technique of fact-finding, interviewing and writing necessary to produce credible commentaries and analyses in the field of sports for various media. Online writing, including blogging, will be stressed.

Techniques for promotion of students' work will be explored. Writing weekly is stressed. Publication is expected through students' blogs. Prerequisite: JMC 312 or instructor's permission. 3 credits. Offered on occasion.

JMC 413. Writers on Writing

"[M]any of us...care about the language, in our and craft of telling stories on paper," says Stephen King in the introduction to his book *On Writing*. By writing about writing, writers like King offer insights into their creative processes that can give other writers insights into their own creative processes. Such works invite consideration of the question, What does it mean, really, to be a writer? Junior and senior JMC majors only. 3 credits.

JMC 418. Creative Nonfiction II

Building on the work students have done in Creative Nonfiction I, students will look to further develop their "truth-telling" skills. This course will focus on longer-form writing with a focus on memoir. Students will read examples of creative nonfiction to get a sense of the genre's possibilities while also writing creative nonfiction projects of their own. Prerequisite: JMC 318. 3 credits.

JMC 420. Public Relations Campaigns

This upper-level public relations class examines various case studies of public relations campaign strategies. The general intent is to place the student in a managerial, decision-making role in which the primary requirement is to think in planning and program-execution terms. Further, the student will be introduced to the formal rules of strategy selection, once goals have been specified, by appeals to the literature base covering the subjects of decision theory and management theory. Prerequisite: JMC 320. 3 credits. Offered on occasion.

JMC 422. Internal Organizational Relations

This course will familiarize students with organizational relations and communication and to allow them to put what is learned into practice. Students will learn the various and numerous publics and audiences in an organization and how to interact and deal with each. Different organizations and different industries will be discussed. Students will have an opportunity to discuss their own experiences as well as examine how to put teachings into practice. 3 credits. Offered on occasion.

JMC 425. Communication in Conflict

This course will look at a history of conflict from organized labor to regional and world conflicts with a focus on crisis communication

and planning. This class will also emphasize diversity in culture and other factors as an antecedent to conflict. New technologies, globalization, and current issues and crises will be discussed. Prerequisite: JMC 111. 3 credits. Offered on occasion.

JMC 426. Health Communication

This course will focus on stakeholders and publics in health care, the differences in communication in a health care setting, and the limitations and challenges of health communication. This class will also look at new technologies and current issues in health and sectors as well as worldwide public health concerns and trends as they relate to mass communication. Prerequisite: JMC 111. 3 credits. Offered on occasion.

JMC 430. AAF Case Study

This course serves as the capstone advertising class, providing students with the opportunity to design a strategic advertising and media campaign for a corporate sponsor. Students present the finished campaign to various industry executives at the American Advertising Federation's National College Competition in the spring semester. This campaign project is recognized nationally as the "College World Series of Advertising." Prerequisite: instructor's permission. 3 credits. Offered every spring.

JMC 440. Seminar in Broadcast Journalism

Advanced course in producing, writing, field reporting, anchoring and the production of a television newscast. Students will incorporate what they have learned in all broadcast journalism courses within the sequence. The vehicle used for students learning this advanced work will be in the form of a weekly TV newscast telecast on SBU-TV, Channel 9. Prerequisite: JMC 340. 3-4 credits. Offered every semester.

JMC 470. Internet and the Law

This class will look at the legal rules that apply to life online, including some background on how the Internet is governed and an in-depth look at several issues. The course is open to all majors. 3 credits. Offered on occasion.

JMC 471. Blogging for Media Professionals

The course is designed to further professional development as a credible reporter, commentator, or analyst in online forums on

topics or issues of creative or professional interest. Promotion of posts, ethical practice, inclusion of digital video and audio in posts will be considered. The roles and responsibilities of the blogger as publisher will be discussed. Majors only. Prerequisite: JMC 202 or instructor's permission. 3 credits. Offered on occasion.

JMC 480. Journalism as Literature

An exploration of the more artistic and creative aspects of nonfiction writing, mainly through an examination of newspaper and magazine reporting that has endured as literature in America. In addition, the techniques of masters of fiction who also excelled in nonfiction will be studied. 3 credits. Offered on occasion.

JMC 481. British-American Media and Culture

From Hollywood Boulevard to Fleet Street, from Buckingham Palace to the White House: a lively transatlantic look at the media of two nations and how they both continue to define each other's cultures. British tutors and international guest speakers. Designed for students of all disciplines. 3 credits. Offered on occasion.

JMC 482. Women, Minorities and the Media

The course has two main themes: the history of women and minority journalists working in the U.S. media from the colonial era to the present day and the portrayals by the media of these collective groups often left outside the mainstream. Films, guest speakers and primary source materials supplement the overview textbooks. 3 credits. Offered on occasion.

JMC 483. Media and Democracy

This course uses a seminar format to explore the external factors that impact the content and quality of news and the media's relationship with a healthy democracy. It examines conflicts between the media's responsibility to keep citizens informed and serve as a watchdog over powerful interests with news organizations' roles as profit-making businesses. The growth of the Internet and social networks and their impact on journalistic form and content also are explored. Prerequisite: JMC 202. Offered on occasion.

JMC 484. JMC in the Civil War

A study of how journalists covered the events leading up to the war, how they covered the war itself and how North and South fought battles not only on the battlefield but also in the headlines. An examination of President Lincoln as reporters saw him and a study of his public relations battle for public opinion. Included will be a study of individuals who helped shape American journalism, such as editor James Gordon Bennett and photographer Matthew Brady, and how the new technology of telegraphs and steam engines changed the way journalists did their jobs. Juniors and seniors only. 3 credits. Offered on occasion.

JMC 485. Civil Rights Movement and the Media

It has been said that without the media, there would have been no Civil Rights Movement. This course will explore that theory and examine the powerful role the media played in shaping the events of the Civil Rights Movement. Media coverage — both black and mainstream — of key civil rights cases, such as the murder of Emmett Louis Till, will be analyzed, as well as the Southern journalists who defended blacks in the 1950s and 1960s. The course will also cover assassination of Medgar Evers in 1963, the Freedom Rides of 1961, and the often untold story of how women and children helped shape the movement. This course will NOT be about Martin Luther King Jr. and Rosa Parks; though they are seen as icons of the Civil Rights Movement, the movement was much more than these two people. 3 credits. Offered on occasion.

JMC 486. The Communications Entrepreneur

The course is designed to give basic familiarity with the multiple aspects of becoming an entrepreneur--to teach you how to utilize, efficiently and effectively, the services of those professionals to your own business advantage. All majors. 3 credits. Offered annually.

JMC 499. Comprehensive Experience Students in the Journalism/Mass

Communication program will be expected to participate in a Program Assessment Comprehensive Interview in the fall or spring semester of year four. The student is expected to select from a list of organizations

and positions and "apply" for a position. The student will then submit a cover letter, resume and portfolio for review by the assessment committee comprised of faculty and alumni/professionals. In preparation for the interview, students will be expected to gather information about the company/organization, as would be expected in a professional environment. Students will be graded based on a comprehensive rubric. Students will either pass or fail. Students who fail will have until the end of the spring year four to make suggested corrections and submit again. It is also expected that before students receive a grade for this course, all 400 internship hours be completed. Prerequisite: JMC 410. 0 credits.

* Courses are five weeks long. Offered Fall and Spring.

LATIN (LAT)

LAT 101-102. Elementary Latin

The study of the fundamentals of the Latin language: etymology, syntax and vocabulary. Daily exercises in translation. Easy reading exercises are added in second semester. 6 credits. Fall and Spring.

LAT 201. Introduction to the Latin Authors of the Republic

Brief review of syntax. Lectures on the history of Latin literature of the Republic. Readings of selections from representative authors. Prerequisites: Latin 101-102 or the equivalent. 3 credits. Fall.

LAT 202. Introduction to the Latin Authors of the Empire

Continued review of syntax. Lectures on the history of Latin literature of the Empire. Reading of selections from representative authors. Prerequisite: Latin 201. 3 credits. Spring.

The following advanced courses will be offered by members of the department when registration warrants. The department offers advanced courses each semester, a minimum of which is scheduled below. Prerequisite: Latin 202 or consent of the instructor.

LAT 301. Horace

The Odes and Epodes. The development of Latin lyric. 3 credits. Fall.

LAT 302. Horace

The Satires and Epistles. The Ars Poetica. Prerequisite: Latin 301. 3 credits. Spring.

LAT 303. Roman Historians: Tacitus

Lectures on the life, works and style of Tacitus. Readings from the Annales or from the Agricola and Germania. 3 credits. Fall.

LAT 304. Roman Historians: Livy

The characteristics of Augustan Prose. Selections from Books, I, XXI and XXII. 3 credits. Spring.

LAT 307. Cicero: Orations

Lectures on Roman Oratory, and on the life and style of Cicero. Readings from Pro Archia, Pro Marcello, Pro Roscio Amerino, and in Verrem (Actio II, Oratio IV-De Signis). 3 credits. Fall.

At the discretion of the instructor, special attention may be directed to one Ciceronian oration. The course would, in that case, be numbered:

307-B Cicero: Pro Sestio.

307-C Cicero: Pro Milone.

307-D Cicero: The Verrines.

307-E Cicero: Pro Caelio.

307-F Cicero: Second Philippic.

LAT 308. Poetry of the Ciceronian Age

The Alexandrian movement and its effect upon Latin literature. Selections from the poems of Catullus and from the De Rerum Natura of Lucretius. 3 credits. Spring.

LAT 310. Poetry of the Empire

Ovid. Selections from the Metamorphoses and elegiac poetry of Ovid. 3 credits. Fall.

LAT 311. Virgil: Aeneid

The theme of the Aeneid, and its relation to earlier and later epic. Readings from Book I, II, IV, VI. 3 credits. Spring.

LAT 401. Latin Satire

The development of Latin satire. Selections from Horace, Persius, Juvenal and from the Apocolocyntosis of Seneca. 3 credits. Spring.

LAT 403-404. Latin Prose Composition

Designed to impart knowledge and practice of correct expression, elegance of style and theoretical embellishment. Required of all those majoring in Latin. Prerequisite: Latin 202. 2 credits. Every other year.

LAT 405. Roman Comedy

The origin and development of Roman comedy. Reading from Plautus' *Captivi* and *Trinummus*; Terence's *Phormio*, at the discretion of the instructor, *Hautontimorumenos*. 3 credits. Spring.

LAT 409-410. Senior Seminar in a Latin Author

Introduction to bibliography, palaeography and textual criticism. The comprehensive study of the writings of one Latin author, to be selected by the instructor. Required of all those majoring in Latin. Prerequisite: Latin 202. 4 credits. Every other year.

MATHEMATICS (MATH)**MATH 099. Developmental Mathematics**

The course is intended for students who need to improve their fundamental knowledge of basic arithmetic and algebra skills before they can be successful in the mathematics course required for their major. Topics will include fractions, decimals, signed numbers, percents, ratios and proportions, linear and polynomial expressions, equations, and graphs. Applications are emphasized throughout in preparation for further study in mathematics and other disciplines that involve quantitative problems. Students will be placed into this course by the Mathematics Department based on a combination of high school record, SAT/ACT scores, and/or placement exam score. This course will not satisfy the quantitative reasoning requirement for Clare College. Students may not enroll in this course if they have successfully completed any college mathematics course. 3 credits. No academic credit is received for this course, nor does it fulfill the mathematics requirement for any degree program. Credit equivalent is listed only for the purpose of determining full-time student status.

MATH 107. Introduction to Statistics

This non-calculus-based study of statistics, includes descriptive methods, basic probability theory, some design and data-collection issues, and procedures for statistical inference. Topics on statistical inference include confidence intervals and hypothesis testing for means and proportions along with chi-squared tests. Emphasis is on set-up and interpretation rather than on computation, with a significant reliance on computer

software and/or statistical calculators for the "number crunching" portion of the analysis. Students may not receive credit for both MATH 107 and MATH 117. MATH 107 includes all content in MATH 117 except ANOVA, and consequently moves at a slower pace than MATH 117. 3 credits. Fall and Spring.

MATH 108. Pre-Calculus Mathematics

This course provides a detailed study of topics needed for success in calculus: algebra, trigonometry, analytic geometry, and functions. Intended for students who need to take at least one semester of calculus for their major. 3 credits. Fall.

MATH 111. Mathematics for Elementary Education I

This course, in conjunction with Math 112, is intended to give pre-service elementary school teachers a deep understanding of the mathematical systems that they will be expected to teach. The content of Math 111 includes the arithmetic systems of the whole numbers, the integers, and the rationals (at least in fraction form). For each system, students are expected to understand not only how to perform the four arithmetic operations, but also what those operations accomplish in real life, why the operations work the way they do, and how to model or represent those operations in concrete or semi-concrete ways. The study of the integers includes some basic number theory. Underlying all topics in Math 111 are the notions of estimation, mental arithmetic, problem solving, mathematical communication, and viewing mathematics as a logical and sensible system rather than a set of memorized procedures. Intended for elementary education majors. 3 credits. Fall.

MATH 112. Mathematics for Elementary Education II

This course is a continuation of Math 111, with the same philosophy and emphasis on achieving a deep understanding of elementary school mathematics. The content for Math 112 includes the real number system (as comprised of terminating, repeating, and non-repeating decimals), percents and proportions, probability, descriptive statistics, measurement (in English, metric, and non-standard units), and an overview of basic

terminology and concepts from geometry. Intended for elementary education majors. Prerequisite: Math 111. 3 credits. Spring.

MATH 117. Introduction to Statistics for Natural Science Majors

This non-calculus-based study of statistics includes descriptive methods, basic probability theory, some design and data-collection issues, and procedures for statistical inference. Topics on statistical inference include confidence intervals and hypothesis testing for means and proportions, chi-squared tests, and one-way and two-way ANOVA. Emphasis is on set-up and interpretation rather than on computation, with a significant reliance on computer software and/or statistical calculators for the "number crunching" portion of the analysis. Students may not receive credit for both MATH 107 and MATH 117. MATH 117 includes all content in MATH 107, but moves at a faster pace to allow for the inclusion of the ANOVA topics. 3 credits. Fall and Spring.

MATH 121. Finite Mathematics for Management and Social Sciences

An introduction to mathematical techniques used in management and social science applications, including matrix arithmetic for modeling multi-variable problems, Gauss-Jordan elimination for solving systems of equations, graphical and simplex methods for solving linear programming optimization tasks, and basic notions from the mathematics of finance. MATH 121 is offered in 3-day/week and 5-day/week formats, each worth 3 credits. The 5-day format is highly recommended for students who would benefit from additional instruction. 3 credits. Fall and Spring.

MATH 122. Calculus for Management and Social Sciences

This course is an introduction to differential and integral calculus with applications to management and social sciences. The course emphasizes the modeling of problems and the interpretations of results rather than theory. Students who have successfully completed Math 151 may not take this course for credit. Although there is no prerequisite, students are encouraged to take Math 121 before taking MATH 122. MATH 122 is offered in 3-day/week and 4-day/week formats, each worth 3 credits. The 4-day format is highly

recommended for students who would benefit from additional instruction. 3 credits. Fall and Spring.

MATH 135. Quantitative Reasoning

This course enables students to apply quantitative reasoning skills to their daily lives. The topics include numerical reasoning, logical reasoning, and statistical reasoning, all applied to a variety of problems facing citizens of the 21st Century. 3 credits. Fall.

MATH 145. Introduction to Mathematical Concepts

The purpose of Math 145 is to develop in students an appreciation of and a sense of accomplishment in mathematics by exploring topics that they have likely not seen in high school and illustrating them with contemporary real-world applications. The course is intended for students majoring in liberal arts disciplines. The topics of the course may vary from semester to semester, but the topics covered most often are graph theory, social choice, coding, and symmetry. 3 credits. Fall and Spring.

MATH 151. Calculus I

The study of calculus of functions of one variable. The course covers rates of change, limits, the derivative, the definite integral, the Fundamental Theorem of Calculus, area and average value, and exponential growth and decay. All topics are treated with an emphasis on graphical interpretation. Prerequisite: an understanding of algebra and trigonometry at the level of Math 108. 4 credits. Fall and Spring.

MATH 152. Calculus II

A continuation of Math 151 that includes methods of integration, numerical integration, applications of the definite integral, Taylor polynomials and approximations, and infinite sequences and series. Prerequisite: Math 151 or its equivalent. 4 credits. Fall and Spring.

MATH 199. Readings in Mathematics

This course offers the interested student an opportunity to work under the supervision of a faculty member in exploring an area of mathematics beyond the scope of existing courses. The topic and content for the semester (and the plan for grading) must be approved by the department chair before the course is included in the offerings. The course

is not open to mathematics majors.
Prerequisite: Permission of the instructor. 1-3 credits. Offered as needed.

MATH 204. Forays Into Algebra

An introduction to topics in abstract algebra with applications. The course will introduce the students, to rings, fields and groups in the context of concrete applications. 3 credits. Offered as needed.

MATH 207. Discrete Mathematics I

An introduction to topics in discrete mathematics, including logic, set theory, functions and sequences, methods of proof, algorithms, number theory, counting, and discrete probability. 3 credits. Spring.

MATH 208. Discrete Mathematics II

A continuation of Math 207 that includes advanced counting techniques, relations, graphs and trees, Boolean algebra, languages and grammars, and finite state machines. Students who have successfully completed Math 345 may not take this course for credit. Prerequisite: Math 207. 3 credits. Fall.

MATH 211. Geometry for Elementary Education

An intuitive approach to geometry whose topics include angles, polygons, circles, parallelism, area, perimeter, similarity, congruence, volume, and surface area. Transformations are studied and applied to tessellations and symmetry. The course contains some proofs, but most results are developed by way of informal arguments and inductive reasoning. A dynamic geometry software package is used. Intended for elementary education majors. Prerequisite: Math 112. 3 credits. Spring.

MATH 241. Linear Algebra

An introduction to linear algebra and its applications. Topics include systems of linear equations, vectors, matrices, linear geometry, vector spaces, dimension, and linear transformations. Prerequisites: Math 152 and Math 207. 3 credits. Spring.

MATH 251. Calculus III

The study of calculus of functions of several variables. Topics include vectors and graphs in three dimensions, partial derivatives and their applications, multiple integrals and their

applications, and line and surface integrals. Prerequisite: Math 152. 4 credits. Fall.

MATH 252. Ordinary Differential Equations

An introduction to ordinary differential equations. Topics include modeling, analytic solutions, qualitative study of solutions, and numerical approximation of solutions. Prerequisite: Math 152. 3 credits. Spring.

MATH 281. Problem-Solving Seminar

Techniques of mathematical problem-solving are studied and applied to a wide range of problems. Students present their solutions for class discussion. This course prepares students to take the Putnam exam, if they wish to do so. May be repeated for credit. Prerequisites: Math 152 and 207. 1 credit. Fall.

MATH 312. Geometry

This course views mathematics as comprised of axiomatic systems, and illustrates this view with a study of Euclidean and non-Euclidean geometries. The course includes Euclidean constructions, along with transformational and coordinate/analytical approaches as alternatives to synthetic geometry. A dynamic geometry computer software package is used as appropriate. Prerequisites: Math 207 and Math 241. 3 credits. Fall of even years.

MATH 322. Mathematical Probability

This course is a calculus-based study of probability that includes basic probability theorems, the notions of discrete and continuous random variables, mathematical expectation, moment-generating functions, change of variable, multivariate distributions, product moments, and the Central Limit Theorem in preparation for inferential statistics. Prerequisites: Math 207 and Math 152. 3 credits. Spring of odd years.

MATH 323. Mathematical Statistics

This course is a calculus-based study of statistics. The course includes a brief overview of some issues in experimental design and data collection, followed by a careful study of techniques for and interpretation of inferences regarding means, variances, proportions, regression, and correlation. Computers and/or calculators are used in these analyses. Some time is devoted to non-parametric procedures. Prerequisite: Math 322. 3 credits. Fall of odd years.

MATH 341. Abstract Algebra I

This proof-intensive, theoretic course examines the properties of generalized algebraic structures, focusing primarily on groups, rings, integral domains, and fields. Illustrative examples include the real number system and several of its sub-systems, permutation groups, groups of functions under composition, modular arithmetic, the complex numbers, and matrices. Prerequisites: Math 207 and Math 241. 3 credits. Fall of even years.

MATH 342. Abstract Algebra II

The proof-intensive, theoretic study of mathematical structures with an emphasis on rings, ideals, integral domains, fields, and vector spaces. Prerequisite: Math 341. 3 credits. Offered as needed.

MATH 345. Graph Theory

A study of graphs and digraphs from both an abstract and algorithmic point of view. The course includes topological properties, numerical representations, and applications of graphs. Prerequisite: Math 207. 3 credits. Offered as needed.

MATH 351. Introduction to Real Analysis I

This proof-intensive, theoretic course covers the basic principles of mathematical analysis of functions of a single real variable, including the topology of the real number system, sequences, limits, continuity, differentiation, integration, infinite series of real numbers, and infinite series of functions. Prerequisites: Math 207 and Math 152. 3 credits. Fall of odd years.

MATH 352. Introduction to Real Analysis II

A proof-intensive, theoretic development of the calculus of functions of several real variables. Prerequisites: Math 241, 251 and 351. 3 credits. Offered as needed.

MATH 413. Number Theory

Basic concepts, divisibility, primes, Diophantine equations, congruence, Euler's function, and applications to cryptography. Prerequisite: Math 207. 3 credits. Offered as needed.

MATH 431. Numerical Analysis

An introduction to numerical techniques and mathematical models, including data representation, graphing, systems of equations, interpolation, approximation, and

random simulation. Prerequisites: CS 131, Math 241, and Math 251. 3 credits. Offered as needed.

MATH 432. Operations Research

Problem formulation, linear programming, transportation, transshipment and assignment problems, network analysis, dynamic programming, game theory, queuing theory, and computer simulation. Prerequisites: Math 241, 251, 322, and CS 131. 3 credits. Offered as needed.

MATH 453. Complex Variables

A study of the complex number system, functions of a complex variable, and calculus concepts applied to such functions. Prerequisite: Math 351. 3 credits. Offered as needed.

MATH 461. History and Philosophy of Mathematics

The course offers an overview of the people, times, circumstances, and applications related to the major developments in mathematics, including some of the philosophical issues underlying these developments. Contributions of minorities and of other cultures are studied. Topics from lower-level courses are put into historical and philosophical perspective and integrated together, and some new topics are presented. Students are required to write papers and to make oral presentations in class on topics of their choice. Prerequisite: junior- or senior-level standing as a mathematics major. 3 credits. Offered as needed.

Special Topics

The following courses allow the qualified student to pursue her or his special interest in mathematics with the approval, and under the guidance, of the mathematics faculty.

MATH 484. Special Topics in Algebra

Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 485. Special Topics in Analysis

Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 486. Special Topics in Topology

Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 487. Special Topics in Applied Mathematics

Prerequisite: departmental permission. 1-3 credits. Offered as needed.

MATH 491. Honors Option

A project-oriented activity to supplement selected junior- or senior-level math courses, under faculty direction. Prerequisite: departmental permission. 0 credits. Offered as needed.

MATH 492. Senior Comprehensive Project

The project consists of selecting a topic relating to, but beyond the usual scope of, a 300- or 400- level mathematics course, writing a paper on the topic, and then presenting the paper to the mathematics faculty and other mathematics students. The paper and the talk are prepared under the guidance of a mathematics faculty member, typically the one who taught the course to which the topic relates. Prerequisite: Departmental approval of project abstract. 1 credit. Offered as needed.

MANAGEMENT (MGT)*

**NOTE: All MGT courses previously had the course catalog prefix of MSC.*

MGT 301. Management and Organizational Behavior

An investigation of the major functions of management (planning, organizing, coordinating and controlling). An in-depth analysis of concepts and theories from the behavioral sciences. Particular attention is given to theories of motivation, organizational structures and behavior, management development, group dynamics, models of authority and the management of changing organizations and how they relate to modern managerial techniques. 3 credits. Fall and Spring.

MGT 306. Production and Operations Management

A descriptive and analytical approach to the study of production processes. Topics discussed include forecasting, inventory planning, aggregate planning and scheduling, plant layout, quality control, methods analysis and work measurement. Prerequisite: QMX 212. 3 credits. Fall and Spring.

MGT 310. International Management

An in-depth analysis of the concepts that involve the operations of multinational corporations (MNCs) and foreign corporations and their effect on international business. Prerequisite: MGT 301. 3 credits. Spring.

MGT 322. Introduction to Management Science

An overview of the quantitative techniques used in managerial decision analysis. Decision theory concepts are introduced with decision making under certainty, uncertainty and risk. Areas studied include linear programming and its extensions, an introduction to PERT/CPM models, Markov chain analysis, queuing theory and simulation. Prerequisite: QMX 212. 3 credits. Fall.

MGT 324. Labor Relations

An historical and analytical coverage of the relationship between organized labor and management. Topics discussed include an investigation of organized labor as a political group and as a party in the collective bargaining process. Prerequisite: MGT 301. 3 credits. On occasion.

MGT 329. Introduction to Sports Management

Study of topics currently defining the sports industry including quality and continuous improvement, teamwork, diversity, ethics and social responsibility, globalization, information technology and change. 3 credits. Fall.

MGT 330. Introduction to Entrepreneurship

An introductory exploration into the creation of new ventures. Emphasis is placed on low-capital intensive startups--businesses that students can develop while still at university. Skill sets emphasized include basic social media and content management systems (web design). Recommended for sophomores or juniors. Must have permission of instructor. 3 credits. Fall.

MGT 401. Human Resource Management

An investigation of systems designed to manage the human resource. Specific topics include job analysis and description, recruitment, selection and placement of personnel, management development and appraisal systems, incentive systems, and wage and salary administration. Prerequisite: MGT 301. 3 credits. Every two years.

MGT 402. Advanced Human Resource Management

This class is an expanded investigation of concepts in the human resource area with an emphasis on systems, structuring and implementation. Specific topics include total compensation; strategic integration; performance management, and implementation tactics. 3 credits.

MGT 413. Business Policy

This is the School of Business capstone course and is taken during the student's senior year. Utilizing the case approach, the student will be required to apply concepts of management, accounting, marketing, economics and finance to case analysis. The cases will cover a large number of companies engaged in widely diversified activities. Emphases will be placed on policy formulation and top management decision-making. Business major with senior standing. 3 credits. Fall and Spring.

MGT 416. Social Roles in Organizations

This course will use the ethics and stakeholder management framework, emphasizing business's social and ethical responsibilities to both external and internal stakeholder groups. The ethics dimension is central to this course. Prerequisite: MGT 301. 3 credits. Every two years.

MGT 419. Organizational Development

An examination of various theories, design, and practices related to developing work organizations as more effective entities. Topics discussed include organizational development models, stages of organizational growth and health, team building, and conflict resolution. Prerequisites: MGT 301. 3 credits. Every two years.

MGT 422. Applied Management Science

A study of quantitative techniques applicable to management with a strong orientation towards application. The areas covered include simulation, forecasting, game theory, and advanced topics in mathematical programming. Case studies and projects are employed to provide practical applications of the methods discussed. Prerequisite: MGT 306 or 322. 3 credits. On occasion.

MGT 430. Entrepreneurship Practicum

Practice in actual small business problem situations. Student teams will consult with small businesses in the field and prepare formal recommendations for management consideration. Prerequisites: MGT 301, 330; ACCT 201, 202. On occasion.

MGT 431. Advanced Entrepreneurship Practicum

Advanced practice in actual small business problem situations. In cooperation with the Small Business Administration, student teams will consult with a small business in the field and prepare formal recommendations for management consideration. Prerequisites: MGT 301, 330; ACCT 201, 202. On occasion.

MGT 432. Family Business Management

From the small businesses started in basements to the Ford Motor Company, most firms in the world are founded, financed and controlled by families. Most students are--or will be--working in a family-controlled enterprise. Most companies have suppliers, customers and advisors (accountants, attorneys, etc.) whose firms are family-controlled. Therefore to have a thorough understanding of the business world, students should study family enterprise. This course addresses the special issues of family-controlled firms including succession, finance, governance, strategy, family dynamics, culture, philanthropy and family offices. The course will involve guest lecturers, case studies, field and research assignments and presentations regarding family enterprise. In owning, advising or working with family businesses, one must be aware of three separate dynamics: the business, the family and ownership. Each presents special professional challenges and at times, they may seem to be at cross-purposes; this is particularly relevant when examining family vs. non-family controlled firms.

MGT 498. Independent Study

Research in selected topics in management under the supervision of a faculty member, designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits.

MGT 499. Special Topics

A well-defined course of study of specific topics in management that go beyond the regular course offerings. 1-3 credits.

MARKETING (MKT)**MKT 301. Principles of Marketing**

An in-depth analysis of marketing functions. Topics include consumer behavior, product planning, pricing, distribution and promotion. 3 credits. Fall and Spring.

MKT 302. Consumer Behavior

Examination of theory and recent research concerning buyer decision processes. Interdisciplinary studies of individual, family and organizational purchase behavior are examined. Present and potential applications for marketing in the public and private sector are discussed. Prerequisite: MKT 301. 3 credits. Fall.

MKT 303. Sales Management

Management of the personal-selling function in both industrial and consumer goods firms. Topics include personal selling and marketing strategy; organization of the sales force; recruiting; training, motivating, compensating and evaluating sales personnel; and controlling the sales effort. Prerequisite: MKT 301. 3 credits. Fall.

MKT 304. Merchandising

An investigation of the marketing functions particularly as they apply to the retail level of the distribution system. Prerequisite: MKT 301. 3 credits. Spring.

MKT 305. Channels of Distribution

An analysis of the institutional structure of the channel which creates and distributes product assortments to specific markets. Special emphases on decision making in channel design, communication, leadership, conflict and control. Prerequisite: MKT 301. 3 credits. On occasion.

MKT 306. Advertising

An investigation of specific activities designed to generate demands for products and services. Particular emphasis is placed on the creative and functional aspects of advertising including media strategy. Personal selling and sales promotion will also be studied in terms

of their respective roles in the firm's overall promotional strategy. Prerequisite: MKT 301. 3 credits. Fall.

MKT 307. Personal Selling

Emphasis on personal and professional development, interpersonal skills, verbal and written presentation skills, understanding sales and buying processes, and developing and maintaining customer satisfaction. Topics include developing trust and rapport, consultative selling, prospecting, and territory and account management. Prerequisite: MKT 301. 3 credits. On occasion.

MKT 308. Internet Marketing

Introduction to business functions using the Internet. Topics include the World Wide Web, discussion groups, e-mail, the different functions and applications of the Internet, and how interactive technologies have changed business and consumer practices. Emphasis on the effect of the use of interactive technology on a company's existing market mix and current and potential uses of the Internet for marketing tactics and strategies. Prerequisite: MKT 301. 3 credits. On occasion.

MKT 309. Sports Marketing

This course exposes students to special considerations necessary when applying marketing theory and practice to the area of sports. Upon successful completion of the course, students are expected to develop a better understanding of sports as a marketable commodity and to appreciate the intricacies of sports marketing. Prerequisite: MKT 301. 3 credits. Fall.

MKT 310. Event and Sponsorship Marketing

This course investigates two interrelated topics: Event Marketing and Sponsorship. The first half of the course focuses attention on event marketing including event planning, generating revenue and strategic partnerships. The second half of the course focuses on sponsorship including measuring sponsorship's effectiveness, selling sponsorships, and understanding the interrelationships between advertising, sponsorships and celebrity endorsers. In addition, "naturally occurring events" such as the Super Bowl and Olympics will provide case study material for discussion. Prerequisite: MKT 301. 3 credits. Fall every other year.

MKT 311. American Advertising Federation

This course is built upon a competition (National Student Advertising Competition) that is sponsored by the American Advertising Federation. Each year, a corporate sponsor provides an assignment or case study outlining the history of its product and current advertising situation. The case study is always candid and reflects a real world situation. Students must research the product and its competition, identify potential problem areas and devise a completely integrated communications campaign for the client. Each student team then "pitches" its campaign to a panel of judges. Regional NSAC competitions are held each spring in 15 districts throughout the U.S. The winning team in each district and one wild card team then advances to compete on the national level at the AAF National Conference in June. St. Bonaventure University participates in the competition. Prerequisite: MKT 301 and/or instructor's permission required. 3 credits. Spring.

MKT 402. Marketing Research

An analytical approach to investigating consumer markets and collecting and analyzing relevant marketing information. Topics include problem definition, data collection methods, questionnaire design, editing and coding, statistical analysis and interpretation and presentation of results. Prerequisite: MKT 301, QMX 212. 3 credits. Spring.

MKT 405. International Marketing

An in-depth analysis of the concepts that involve the marketing operations of multinational markets, foreign corporations and the effect they have on international business. Prerequisite: MKT 301. 3 credits. Fall.

MKT 407. Marketing Models

The application of management science techniques to marketing problems to assist the students in developing their capacity to understand, build and implement quantitative models. 3 credits. On occasion.

MKT 410. Case Applications in Marketing Management

This course is the marketing capstone. A case studies course designed to provide the student with an applied approach to the

integration of marketing functions and strategies. Prerequisite: Senior marketing major. 3 credits. Spring.

MKT 498. Independent Study

Study of specific topics in marketing carried out independently by the student under the supervision of a faculty member, designed to allow the student to probe areas of specific interest that lie beyond the coverage normally found in regular course offerings. 1-3 credits. Fall and Spring.

MKT 499. Special Topics in Marketing

A well-defined course of study in specific topics in marketing that go beyond the regular course offerings. Prerequisite: MKT 301. 1-3 credits.

MODERN LANGUAGES (ML)**ML 300. Introduction to Cross Cultural Communication**

This course will analyze how culture defines one's view of the world and shapes one's (re)actions, beliefs, and expectations. It will also teach students to understand techniques for living and working successfully in a multicultural setting, be it with people from other countries, or American citizens from varied cultural, ethnic, and/or generational backgrounds. Appropriate for students interested in becoming genuine citizens of the world. 3 credits. On occasion.

MILITARY SCIENCE (MS)

MS 101 and 101L. Foundations of Officership (Course and Lab) The purpose of this semester is to introduce cadets to fundamental components of service as an officer in the United States Army. These initial lessons form the building blocks of progressive lessons in values, fitness, leadership, and officership. Additionally, the semester addresses "life skills" including fitness, communications theory and practice (written and oral), and interpersonal relationships. Fall.

MS 102 and 102L. Basic Leadership

(Course and Lab) This course, available to all students without any military obligation, is designed as a classroom and optional lab course that stresses the fundamentals of leadership. The course goals are to provide students with leadership and managerial skills

that will prepare them to lead in public service, business, military and community organizations. This course uses a military model to train leadership development through an introduction to problem solving, effective decision-making techniques, and delves into several aspects of communication and leadership theory. The classroom instruction is reinforced throughout the course with practical exercises that focus on individual leadership skills, as well as motivational techniques and how to function as an effective member of a team. Spring.

MS 201 and 201L. Individual Leadership Studies

(Course and Lab) Building upon the fundamentals introduced in the MS I year, this instruction delves into several aspects of communication and leadership theory. The use of practical exercise is significantly increased and cadets are increasingly required to apply communications and leadership concepts. Virtually the entire semester teaches critical "life skills." The relevance of these life skills to future success in the Army is emphasized throughout the course. Fall.

MS 202 and 202L. Leadership and Teamwork

(Course and Lab) The final semester of the Basic Course focuses principally on officership, providing an extensive examination of the unique purpose, roles and obligations of commissioned officers. It includes a detailed look at the origin of our institutional values and their practical application in decision-making and leadership. Spring.

MS 301 and 301L. Leadership and Problem Solving

(Course and Lab) The MSL 300 level curriculum is intended to build leadership competencies and facilitate the cadet's initial demonstration of individual leadership potential at Leader Development and Assessment Course (LDAC), while also preparing cadets for their future responsibilities as officers. MSL 300 level instruction uses small unit infantry tactics as the context for the development and assessment of leadership. While a measure of technical and tactical understanding of small unit operations is necessary, the focus of instruction is on the leadership competencies. Fall.

MS 302 and 302L. Leadership and Ethics

(Course and Lab) The final semester of the MSL III year continues focusing on doctrinal leadership and tactical operations at the small-unit level. This critical semester synthesizes the various components of training, leadership and team building. The MSL 302 curriculum complements progression through the cadet's campus evaluation process and in the culminating event of the MSL III year in the field training environment of the Leader Development and Assessment Course (LDAC). Spring.

MS 401 and 401L. Leadership and Management

(Course and Lab) This semester of the Advanced Course concentrates on leadership, management and ethics, and begins the final transition from cadet to lieutenant. The course focuses cadets, early in the year, on attaining knowledge and proficiency in several critical areas they will need to operate effectively as Army officers. These areas include: Coordinate Activities with Staffs, Counseling Theory and Practice within the "Army Context," Training Management, and Ethics. Fall.

MS 402 and 402L. Officership

(Course and Lab) The final semester focuses on completing the transition from cadet to lieutenant. The course starts with a foundation in the legal aspects of decision-making and leadership. Following modules reinforce the organization of the Army and introduce how the Army organizes for operations from the tactical to strategic level. Instruction on administrative and logistical management focuses on the fundamentals of soldier and unit level support. The final module focuses on the process of changing duty stations and reporting to a new unit. The Capstone Exercise requires the cadets, both individually and collectively, to apply their knowledge to solve problems and confront situations commonly faced by junior officers. Spring.

MS 499. Independent Study in Military Science

Directed independent study in selected areas. Students may register for one hour per semester or one hour the first and two hours the second semester. They may not register for three hours during one semester. Not for

graduate credit. Prerequisite: consent of the director of Army Military Science. Fall and Spring.

MUSIC (MU)

MU 101. Concert Band

Performance and study of original and transcribed literature for the concert band. Emphasis on ensemble and sectional rehearsals, sight-reading and public performances. Audition may be required. May be repeated for credit. 1 credit. Every semester.

MU 102. Concert Choir

A group of mixed voices which studies and performs major choral works in addition to standard sacred and secular music. May be repeated for credit. 1 credit. Every semester.

MU 103. Jazz Band

Performance and study of works arranged for standard jazz band instrumentation. Emphasis on ensemble and sectional rehearsals, basic jazz improvisation techniques and public performances. Audition may be required. May be repeated for credit. 1 credit. Every semester.

MU 104. Small Ensemble

Performance and study of works arranged for various chamber ensembles (such as brass, percussion, etc.). Public performances required. Audition may be required. May be repeated for credit. 1 credit. Every semester.

Note: No more than 12 credits of ensembles may be counted toward degree requirements.

MU 105. Applied Music

Private instruction in voice, piano, percussion and various other instruments. Previous experience in the performance area is required. Audition may be required. May be repeated for credit. 1 credit. Every semester.

MU 111. Understanding Music

The chief aim of this course is to help the student learn how to critically listen to music. Areas of study include: elements of music, important musical genres, major composers and 20th-century music. Although this course emphasizes "art" music of Western civilization, experiences with other types of music are also provided (e.g., jazz, folk, film music, etc.) 3 credits. As needed.

MU 121. Music Theory I

A course designed to provide a workable knowledge of the principles involved in 4-part harmonization. Experiences are provided in reading and writing music, and creative activities. A basic understanding of musical rudiments is desirable, but not a prerequisite. 3 credits. Fall.

MU 122. Music Theory II

Continuation of MU 121. Areas of study include: non-diatonic harmony, 20th-century theoretical/ compositional principles (e.g., serialism, set-theory, etc.) and non-traditional music notational systems. Prerequisite: MU 121 or instructor's approval. 3 credits. Spring.

MU 211. Music History I: Musical Beginnings

This course is designed to help the student discover the origins of Western Music. The history of music will be traced from Ancient Greece and Rome, through Gregorian chant and culminating in the Baroque period (1750). Emphasis is placed on the contributions of leading composers and on the general style characteristics of the music. 3 credits. Fall.

MU 212. Music History II: From Classical to Contemporary

A survey of music from the Pre-Classical period to modern times. Emphasis is placed on the leading composers and on the general stylistic characteristics of the music. (Formerly MU 311). 3 credits. Spring.

MU 221. Composition

An introduction to the creative processes of composition. Both traditional and free compositional forms will be analyzed and practiced. Student performances of student compositions will be encouraged. Prerequisite: MU122. 3 credits. Fall.

MU 231. Jazz Improvisation

A laboratory course designed to acquaint the instrumentalist with the art of jazz improvisation. In-class student performance will be developed and encouraged and classic recorded jazz solos will be studied and analyzed. 3 credits. Spring.

MU 233. Elementary Conducting

The techniques of conducting both with and without baton. Techniques include metrical patterns, fermatas, cut offs, cues, entrances,

tempi, moods, etc. Students will conduct both live and recorded performances. (Formerly MU 330) 3 credits. Spring.

MU 312. American Music

A survey of music of the United States from European colonization to the present. Included in the course will be an overview of the music of Native Americans, the first New England school, the rise of American popular music and the development of an American classical tradition. The course will culminate with the art music and mixed media of the 20th century. 3 credits. Odd Springs.

MU 313. History of Jazz

A survey of jazz from its earliest origins to the present. Emphasis is placed on the leading performers and their contribution to the development of the art form. 3 credits. Fall.

MU 314. Musical Theater

An overview of musical theater productions from the mid-nineteenth century to the present, with a concentration on the musical content of a number of individual musicals through recordings and videos. 3 credits. Even Springs.

MU 315. World Music

A survey of music of other cultures through the concept of ethnomusicology. Music of Africa, Asia, the Near East, the Pacific, and Latin America will be emphasized. Additionally, Native American and other non-traditional western music will be studied. 3 credits. As needed.

MU 316. History of Rock and Roll

This course will be an historical overview of popular music primarily from the second half of the 20th century to the present. The course examines rock and roll in all its forms, starting with the precursors of rock and roll and ending with current trends in the popular music scene. Changes in music production and distribution, evolutions of instrumentation and style and the advent of electronics and technology will be addressed. 3 credits. Spring.

MU 399. Special Topics in Music

A study of a specific topic in music, such as genre (opera, chamber music, etc.), composer, or theoretical/compositional technique (counterpoint, arranging, etc.) as warranted by student demand. May be repeated for credit. 3 credits. As needed.

MU 431. MIDI and Audio Production

A course dealing with music and sound production using MIDI (Musical Instrument Digital Interface) and audio hardware within the concept of a Macintosh-based digital audio workstation (DAW). Students will learn to record, edit, process, mix, and distribute music and sound. MIDI and audio theory will be discussed and students will work with a wide range of software such as sequencers, editors, audio plug-ins, and software instruments. 3 credits. Spring.

MU 499. Senior Music Project

Independent study or creative endeavor in some area of music under the supervision of music faculty. If the project warrants, public performance (i.e., recital) will be required. Faculty approval. 3 credits. As needed.

NONVIOLENCE (NV)**NV 101. Introduction to Nonviolence and Conflict Resolution**

Nonviolence may be regarded as a means, an end, or a way of life. This course examines the proponents, philosophies and techniques of nonviolent action in the resolution of personal interpersonal, societal, and international conflicts. Mohandas Gandhi and Martin Luther King Jr. are among the proponents of nonviolence studied in the course. In addition, the qualities, attitudes and roles of nonviolent activists are identified through studies of the nature of power and the methods and dynamics of nonviolent action. 3 credits.

NV 102. Violence: Its Causes and Effects

Is violence inescapably part of the human condition? Can anything be done to reduce violence in one's personal life, in community life, in international relations? This course considers the nature of violence and its biological, sociological and psychological roots. It examines the various effects of violence on individuals, communities and states in times of war and peace. Finally, the course explores some ethical, spiritual and political approaches to reducing violence. 3 credits.

NV 203. Martin Luther King Jr.

This course examines the life and philosophy of Martin Luther King Jr., including the historical context of his work, the basis for his religious beliefs, his commitment to

nonviolence, his work for civil rights and his work against the Vietnam War and poverty. 3 credits.

Theory

NV 301. The Philosophy of Nonviolence

This course explores in a seminar format the following themes: the theoretical underpinnings of nonviolence as a way of life and as a political and social strategy; the seminal thinkers and writers in the development of nonviolence; the moral basis, if any, for nonviolence; whether nonviolence itself can serve as a moral basis for other theories; the criticisms raised against theorists and practitioners of pacifism and nonviolence; the defenders and critics of the just war tradition; and the theoretical differences between pragmatic nonviolence and principled nonviolence. 3 credits.

NV 303. Justice and Peace in the Franciscan Tradition

This course focuses on understanding the rights and dignity of the individual employing Franciscan ideas and values and the principles of Catholic Social Teaching. It will include a focused study of encyclicals and pastoral letters by church leaders on social issues. Social justice themes will be paralleled with Franciscan Values as found in early Franciscan sources. Integrated with the course work will be a service-learning or advocacy project. 3 credits.

NV 310. Special Studies in Nonviolence

An intensive study of a specific person, issue, or movement related to nonviolence. The content of the course will be announced prior to the semester during which it is offered. The course may be retaken provided the content of the course has changed. 3 credits. On occasion.

NV 358. Philosophy of Gandhi

The Philosophy of Gandhi course introduces students to Gandhi's metaphysical views about the nature of truth and reality as well as to his views on ethics and his political philosophy, on how human beings should conduct themselves as individuals and as a community. The course will critically examine the various vows required of members of Gandhi's community and the philosophical arguments Gandhi offered for requiring such

vows. Finally, the course will examine critically the connection between the personal and political aspects of Gandhi's thought.

PHYSICAL EDUCATION (PHED)

PHED 101. Foundations of Physical Education

An orientation to the Physical Education profession. Basic facts concerning the nature and scope of the field: the aims and objectives, historical, philosophical, sociological, and biological foundations; the selection and preparation of a career in the profession; issues, trends and future of the field. 3 credits. Fall.

PHED 102. Gymnastics

This course is an integration of movement education gymnastics and Olympic-style gymnastics using the medium of tumbling and balance skills, small equipment and some large equipment. Students will polish their skill abilities and learn to teach spotting techniques. Emphasis will be placed upon cooperative learning, creativity and problem solving. Student will develop a working portfolio. Ability level is beginner to intermediate. 3 credits. Fall.

PHED 104. Rhythmic Techniques

Covers developmentally appropriate folk dances, contra dances, and social dances. A focus will be placed on learning to plan and teach dances. Instructional techniques will be provided for interdisciplinary and multicultural education approaches. 3 credits. Spring.

PHED 105. Early Childhood Motor Development

This course will provide theory and content relative to gross motor development. Course content will include the developmental perspective, physical growth and maturation and early motor behavior from birth to 5 years. Motor development sequences will be studied in depth comparing infants and young children without and with developmental delays. Students will learn to plan developmentally appropriate lessons for the field experience of this course, Kinder-Kinetics. The field experience throughout the semester involving preschool children, including those with disabilities. 3 credits. Spring.

PHED 107. Health-related Fitness and Health Promotion

This course offers an in-depth look into five components of health-related physical fitness and their relationship to the development of personal fitness and wellness. The focus will be on principles of training, teaching and testing techniques, various models and modes of exercise, and nutrition trends related to performance. Students will learn how to develop fitness programs as part of the public school physical education curriculum. This course will include an experiential component. Students will be exposed to active learning through classroom instruction and vigorous physical activity. 3 credits. Fall & Spring.

PHED 201-202. Individual and Dual Physical Activities

A two-course sequence focused on the basic instruction of movement activities. Activities may include archery, badminton, cross-country skiing, cycling, golf, inline skating, orienteering, Tai Chi, tennis, weight training or yoga. This course may require weekend meeting times. In some instances, students will be responsible for providing their own equipment. Some lessons may require students to organize personal transportation and to from off-campus instructional venues (e.g. local driving range, state park, etc.). Additional fees for equipment rental or admissions may be required of students. 3 credits each. Fall, Spring.

PHED 203. Physical Education Curriculum

The study of developmentally appropriate physical education curriculums for elementary, middle and high school programs. Historical and contemporary models will be examined. Focus will be placed on toward designing curricula based upon the NASPE National Standards for Physical Education and the New York State Learning Standards for Physical Education. 3 credits. Fall.

PHED 208. Prevention and Care of Injuries

Prevention and emergency care of injuries incurred in physical education, interscholastic sports and other physical activities across the lifespan. A track program including the review of emergency medical treatment and a survey of principles related to the mechanics of athletic injury and the scientific basis of conditioning of specific injuries and their rehabilitation are addressed. Specialized

conditioning programs of fitness are discussed. Prerequisites: BIO 211 & 212. 3 credits. Spring.

PHED 209. Motor Learning

This course is designed to provide a basic introduction to the field of motor learning. Primary consideration given to the acquisition of motor skills, factors that influence skill learning, and the effectiveness of various instructional strategies. This course shall be directed toward individuals preparing for a career in which motor skill instruction is an important part of the job, as is the case of physical education teachers, coaches, dance instructors, physical and occupational therapists, athletic trainers, and instructors in military and industrial training settings. 3 credits. Spring.

PHED 301-302. Team Sports

A two-course sequence where students learn to teach the fundamental skills, game strategy and officiating techniques for activities such as team handball, soccer, volleyball, softball, track and field. Students will be introduced to the Sport Education Model. 3 credits each. Fall, Spring.

PHED 303. Elementary School Methods

Designed for physical education majors, this course allows students to study fundamental motor skills/fundamental motor patterns, developmentally appropriate class organization and management techniques, instructional techniques across the preK-6 grades for all methods with the Direct, Combination and Indirect Teaching Styles. Students will learn techniques to integrate subject matter from other academic areas, as well as how to individualize instruction. Taken in Elementary Field Block. Students will be evaluated on a series of examinations, lesson plans, teaching assignments, and a working portfolio. 3 credits. Fall.

PHED 304. Secondary School Methods

This course provides the student with a comprehensive and practical model for developing principles, program content, motivation, class organization and management techniques, instructional teaching methods and style along with and materials specified to teaching physical education in middle and high schools. Taken in Secondary Field Block. Students will be

evaluated on a series of examinations, lesson plans, teaching assignments and portfolio. 3 credits. Spring.

PHED 306. Assessment

This course will cover various forms of criterion reference and norm reference assessments specific to physical education. Focus will be given toward authentic assessment, and matching assessments to the NASPE and New York State Learning Standards for Physical Education. Students will learn to design and administer developmentally appropriate assessments to measure the psychomotor, cognitive and affective domains involving video and computer assisted technology. Prerequisite: MATH 107. 3 credits. Fall.

PHED 307B. Coaching of Baseball/Softball

This course deals with history, rules, regulations, and recommendations; coaching methods, performance skills, technical information; organization and management; methods of training, conditioning; equipment, officiating, and coaching responsibilities. 3 credits. On occasion.

PHED 308C. Theory and Techniques of Coaching

This course includes the history, objectives, rules, regulations and policies of interscholastic sports; coaching methods, technical information (offense, defense, strategies), and national coaching standards; organization and management of practices; special training and conditioning of athletes in the specific sport; care and fitting of equipment; special safety precautions, and officiating methods. Harassment issues specific to coaches, coaching, and athletes will be addressed. Taken in Secondary Field block. 3 credits. Spring.

PHED 309. Nutrition

Scientific concepts and principles of nutrition, nutrition education, and nutrition biochemistry, specific to athletic performance, fitness, and personal wellness of exercising populations will be the focus of this course, which is designed for individuals pursuing careers in athletics and fitness-related fields. Scientific applications based upon laboratory applications will cover the scope and sequence

of nutrition for athletic performance and nutrition disorders specific to athletics, fitness and wellness. 3 credits. Fall.

PHED 309A. Adventure Education

This course will focus on the 'hard' and 'soft' skills associated with contemporary outdoor/adventure education. Activities in this course may include hard skills associated with backpacking, camping, canoeing, orienteering, and/or rock climbing. 'Soft' skills covered in this course may include teaching personal responsibility, group decision-making and/or conflict resolution. This course may require weekend meeting times and will require an overnight experience in a backcountry setting. In some instances, there may be additional costs associated with equipment rental, park admissions or transportation. Some off-campus experiences may require students to provide their own transportation to and from various instructional venues. Fall, Spring.

PHED 310. Philosophies and Principles of Interscholastic Activities

Interscholastic athletics and its role in the total physical and general educational program in today's schools will be emphasized. National, state and local organizations directly involved with high school athletics will be examined. Legal implications, safety procedures, principles of budgets, records, purchase and care of athletic equipment will be reviewed and discussed. Personal standards for and responsibilities of the coach as a teacher, leader and public person are discussed. 3 credits. On occasion.

PHED 311. Physical Activities for Persons with Disabilities

A course designed to prepare the pre-service teacher having no background or limited experience with theory and techniques for adapting physical activities in the inclusion setting. Students will study historical and contemporary trends and issues related to adapted physical education, experiencing the assessment and IEP process, parent issues, the nature of well recognized physical, cognitive and emotional behavior disorders, and learn to modify and adapt individual, dual and team sports. Safety concerns will be stressed throughout the course. Taken in Elementary Field block. 3 credits. On occasion.

PHED 312. Bio-Kinesiology

A detailed study of biomechanical and kinesiological concepts specific to human movement in physical education and sport. This will include mechanical laws of physics and motor control specific to human movement. The student will learn movement evaluations and analysis techniques. Prerequisites: BIO 211 & 212. 3 credits. Fall.

PHED 314. Exercise Physiology

Physiological principles based on the adjustment of the human to exercise are studied with emphasis on neuromuscular activity, circulation, respiration, metabolism, fatigue and fitness. Prerequisites: BIO 211 & 212, PHED 107. 3 credits.

PHED 399. Special Topics in Human Movement

This course involves intensive study in a particular area or topic related to physical education, sport studies, or a specific movement or somatic experience. The content of the course will be announced prior to the semester in which it will be offered. The course may be taken more than once if the content of the course has changed. 3 credits. Offered as needed.

PHED 401A. Advanced Athletic Training

This course is designed to give advanced instruction for students wishing to become certified athletic trainers. The course will address clinical evaluation of injuries and illnesses commonly sustained by the competitive athlete. Procedures of all therapeutic modalities commonly used in Sports Medicine and other selected topics on current issues relating to athletics will be explored.

PHED 413A. Directed Study – Coaching Experience

Supervised field experience at the middle/high school level or college/university level designed to give the student initial coaching experience. Requires approval of department chair. 1-3 credits. Rotates between Fall and Spring.

PHED 413B. Directed Study – Internship

This course provides students with opportunities to do internships in fields related to physical education, sport studies or health-related professions. 1-3 credits.

PHED 413D. Directed Study – Internship II

This course provides students the opportunity to serve an internship in fields related to physical education and sport studies. 1-3 credits.

PHED 414. Social Theory of Sport

This course will examine sport in the social and political context of contemporary society. Critical theories relating to race, class, gender, ethnicity, faith traditions, economics, and political structure will be examined in the context of our social responsibility in human movement environments. There will be a service component to this course. 3 credits.

PHED 415. Psychosocial Aspects of Human Movement Experience

The class will focus on a multitude of factors influencing sport, leisure, and motor behavior. Questions of how social psychological variables influence motor behavior and how physical activity affects the psychological makeup of an individual will be explored. 3 credits. Every Spring.

PHED 432. Independent Study

This course is designed to give the individual an opportunity to work on a one-on-one basis with a professor. Study may be directed toward research involving area schools or agencies, creative projects or seminars. Student responsibilities include: identification of the topic/problem to be studied (prior to registration), selection of a faculty member with whom to work, the development of specific course objectives that may be realistically achieved by the end of the semester (in collaboration with the faculty member) and the summary and analysis of findings (also to be completed by the end of the semester). 3 credits. Offered as needed.

PHED 490. Physical Education Student Teaching: Elementary

Student teaching is the culminating experience in the professional preparation of teachers. The elementary student teaching experience consists of approximately seven weeks of full-time experience in an elementary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer

appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

PHED 491. Physical Education

Student Teaching: Secondary

Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately seven weeks of full-time experience in a secondary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long and short term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator. 5 credits. Fall, Spring.

PHILOSOPHY (PHIL)

PHIL 102. Introduction to Philosophy

The aim of this course is to initiate a self-awakening in the student through a confrontation with the perennial problem of the nature and meaning of human existence. Students will be guided in this confrontation by the development and exercise of their capacity for critical reflection. Within the context of this aim, specific issues in epistemology, metaphysics and ethics will be considered. 3 credits. Annually.

PHIL 210. Metaphysics

This course focuses on the three traditional objects of metaphysical inquiry: God, Person and World. At least two metaphysical traditions are compared: the Christian metaphysical tradition and a modern (contemporary) non-Christian tradition. The overall objective is to challenge students' cultural presuppositions and to guide their attempt to develop a consistent account of the relation between God, Person and World. 3 credits. Annually.

PHIL 221. The Good Society

This course introduces students to the major theories of social and political organization in the western philosophical tradition. Special attention is paid to the principles which inform

our evaluation of societies and their practices. Such principles include peace, justice, liberty, human rights, the public interest and the idea of a common good. The aim of this course is to give students an opportunity to develop a critical understanding of such theories and values, and to encourage an enlightened and principled participation in the public discourse of a democratic society. 3 credits. Every two years.

UPPER LEVEL: GENERAL

PHIL 301. Ethics

The aim of this course is to give students a deeper understanding of some of the fundamental issues and perspectives regarding morality that were introduced in Clare 304 (The Good Life). Topics include the source, range, and truth-value of moral claims, the existence of moral facts, classic and contemporary normative moral theory, value theory, moral reasoning, and descriptive studies of moral decision-making and action. Prerequisite: Clare 304. 3 credits. Every two years.

PHIL 310. Special Studies in Philosophy

An intensive study of a special philosopher, a philosophical movement or a philosophical issue. The content of the course will be announced prior to the semester at which it is offered. The course may be retaken provided the content of the course has changed. 3 credits. On occasion.

PHIL 312. Symbolic Logic

This course is designed to introduce students to formal languages and to the relation between logic and language. Topics covered include: symbolization, validity, soundness, truth-tables, truth-connectives, formal proof, sentential logic, quantifiers, and predicate logic. 3 credits. Annually.

PHIL 316. Philosophy of Mind

An examination of various views of the nature of a person and the philosophical issues and problems which arise within these views. Includes such topics as the mind/body problem, freedom versus determination, the self and personal identity, action theory and the concepts of philosophical psychology. 3 credits. Every third semester.

PHIL 317. Philosophy of Religion

An intensive investigation of the nature and foundations of religion, taking into consideration such ideas as God, human destiny, worship, faith and revelation.

Considering the mainstream of religious thought, particularly the Judeo-Christian tradition, this course examines contemporary approaches to religion and theology, existentialism, naturalism and analysis. 3 credits.

PHIL 318/ARTH 321. Aesthetics

The course provides an introduction to the problems of aesthetics and the philosophy of art as treated by traditional and contemporary authors. Although topics vary, they typically include inquiries into: the concept of beauty, the nature and value of art, the aesthetic experience, and the evaluation and criticism of works of art. 3 credits.

PHIL 319. Human Images

A literary and philosophical study of diverse views of man and the human situation, principally as reflected in western literary classics. 3 credits. Every third semester.

PHIL 320. Existentialism

A critical study of philosophical and literary representatives of the existentialist movement. The origins of existentialism in the 19th century as well as its formulations in the 20th century are considered. Authors covered include Kierkegaard, Nietzsche, Sartre, Camus, Kafka, Hesse and others. 3 credits. Every third semester.

PHILOSOPHY AND LAW**PHIL 324. Mock Trial**

A course for students interested in participating in the annual National Intercollegiate Mock Trial Competition and for those who simply want to know more about the American trial process. The overall objective of the course is to acquaint students with the fundamental process of the adversarial system of justice, including the basic rules of trial procedure and evidence. 3 credits. Fall.

PHIL 325. Philosophy of Law

A critical analysis of the basic theories of law and of the philosophical systems upon which they are based. Special attention will be paid to particular problems in the philosophy of law

which are relevant to the contemporary social and political situation. 3 credits. Every third semester.

PHIL 326. Legal Reasoning

An examination of the principles and maxims that govern judicial reasoning through intensive analysis of selected statutes, judicial opinions and leading articles on the topic of legal reasoning. Students will be taught how to brief cases and will be exposed to the Socratic question-answer method of teaching frequently used in law school. 3 credits. Every third semester.

PHIL 327. Legal Ethics

An exploration of moral issues inherent in the practice of law, such as the limits of the duty of loyalty to one's client, confidentiality, lawyer advertising, the duty to make legal services available to all citizens, plea-bargaining, the use of unfair tactics, conflicts of interest and the extent to which the lawyer is subject to different moral norms than the average citizen. Students will learn basic legal research skills which can be employed to research and evaluate major issues of legal ethics. 3 credits. Every third semester.

PHIL 328-9. Paralegal Internship

The internship is designed to provide familiarity with aspects of the American legal system that will in turn form a practical basis for philosophical evaluations of that system. Each intern will be expected to serve 12 hours per week, usually for two consecutive semesters. Interns will be introduced to key legal concepts, principles and issues operating in various areas of law, and will be taught basic research skills. The particular areas of training will be a function of the interest and expertise of supervising attorneys. 3-6 credits. Spring and Fall.

APPLIED ETHICS & SOCIAL POLICY**PHIL 330. Business Ethics**

This course is designed as a critique of the business enterprise. It teaches recognition of ethical problems in business and proposes methods toward their solution. Topics discussed include the value claims of various economic systems, whistle-blowing, issues in marketing and advertising, consumer rights,

ecological issues and employee and management issues. 3 credits. Every third semester.

PHIL 331. Philosophy of Economics

A philosophical investigation of the concepts, methods and implications of economic theory. Special attention will be paid to conflicting assumptions concerning social organization, individual rationality and values in alternative economic theories. The course will also consider the evaluation of economic policies and economic systems from an ethical perspective. 3 credits. Every third semester.

PHIL 332. Social and Economic Justice

This course will begin an examination of various theories of justice. A liberal view like that of John Rawls, a libertarian view like that of Robert Nozick and a socialist view like that of Karl Marx will be carefully examined. The second part of the course will be spent examining and discussing various case studies. We will consider how our understanding of different theories of justice can help us resolve the conflicts and disputes that arise in these case studies. Also, some attention will be paid to contemporary critiques of American society. 3 credits. Every 2 years. Dr. Amico

PHIL 333. News Media Ethics

A practical analysis of the ethical problems of the news media. Teaches recognition of ethical problems of the press and approaches to their solution. Designed to meet the concerns and interests of students planning a career in any branch of the news media. 3 credits. Annually.

PHIL 334. War and Morality

A philosophical investigation of many of the issues surrounding modern war. Topics for analysis and discussion include the justice of war (jus ad bellum), the justice of the conduct of war (jus in bello), the principles of double effect and military necessity, obedience to superior orders, justice of nuclear war, concept of nuclear deterrence and pacifism. 3 credits.

PHIL 335. Philosophy of Science and Medicine

The aim of this course is to introduce the student to the conceptual and methodological aspects of modern science and medicine. Special emphasis will be given to the relation between science, ethics, and medicine and to the analysis of such medical concepts as

“health” and “disease.” 3 credits. Every two years.

PHIL 336. Philosophy of Psychology

A critical reflection on the methods, principles and basic concepts of contemporary psychology. Particular attention is given to the special problems involved with a scientific study of human action. 3 credits. Every two years.

PHIL 337. Death and Dying

A study of the philosophical aspects of death and dying, as they arise out of a personal confrontation with one’s own feelings and attitudes toward death. 3 credits. Every two years.

PHIL 338. Medical Ethics

An exploration of the ethical and value issues inherent in modern medicine with particular emphasis on the issues of euthanasia, suicide, informed consent, abortion, truth-telling and confidentiality, allocation of scarce resources and care of the dying. 3 credits. Every third semester.

PHIL 339. Philosophy of Love and Sex

A critical examination of various problems in the areas of sexual language, monogamous marriage and its alternatives, pre-marital and extramarital sex, the logic of deviation, feminism, pornography, abortion and the concept of love. 3 credits. Every two years.

PHIL 340. Applied Ethics Internship

The course allows qualified students to gain supervised experience in an area where ethical questions are faced on a daily basis. The internship currently includes work as a para-medical intern and as an assistant to a newspaper editor. 1-3 credits. Annually.

PHIL 341. Environmental Ethics

An advanced, applied ethics seminar which examines three particular moral issues directly implied in our use (and abuse) of the natural environment: Distributive justice with reference to distant people, intergenerational justice with reference to future generations and the rights of animals. A basic ethics course is presupposed. Students will be expected to participate in seminar discussions, to prepare brief papers summarizing articles in the philosophy journals such as *Philosophy Today* and *Environmental Ethics* and to

present and defend, in the seminar, a position paper on some aspect of one of the three issues noted above. 3 credits.

PHIL 342. Ethical Dimensions of Franciscan Economics

In the liberal arts educational tradition of the Middle Ages, economics and economic theory was treated as a subset of ethics. This course aims to explore the unique contribution to economic thought made by the Franciscan movement in the High and Late Middle Ages. Emerging at the same time that Europe was undergoing a profound transformation from a gift to a mercantile economy (that is, at the dawn of modern capitalism), the Franciscan tradition proposed an alternative (evangelical) vision of how human beings can live justly and ethically in a complex world in which money and the ownership of property play such critical roles in human social relations. In short, this course will examine the various aspects of the medieval Franciscan notion of poverty and its meaning and relevance for medieval as well as contemporary society. 3 credits.

PHIL 344. Philosophy of Aging

This course teaches students to identify and analyze the fundamental concepts used by people in thinking about aging – concepts such as health, disease, autonomy and dependence, dignity, wisdom, natural and artificial, well-being and meaning – and to critically assess the normative roles of, and presuppositions underlying, such concepts. 3 credits.

PHIL 345. Values at the End of Life

This course deals with the fundamental value issues faced by dying people and those who care for them. After a brief overview of physical and medical aspects of dying, the focus of the course is on the psychosocial and philosophical factors that can contribute to dying well. Those factors include autonomy, relatedness and paternalism, communication and connection, and meaning and transcendence. 3 credits.

PHIL 358. Philosophy of Gandhi

The Philosophy of Gandhi course introduces students to Gandhi's metaphysical views about the nature of truth and reality as well as to his views on ethics and his political philosophy, on how human beings should

conduct themselves as individuals and as a community. The course will critically examine the various vows required of members of Gandhi's community and the philosophical arguments Gandhi offered for requiring such vows. Finally, the course will examine critically the connection between the personal and political aspects of Gandhi's thought.

HISTORY OF PHILOSOPHY

PHIL 404. History of Ancient and Medieval Philosophy

A course designed to trace a number of the basic ideas and problems from their beginnings in Ancient Greece to their development in the Middle Ages. A special effort will be made to display a continuity with respect to the philosophical enterprise considered by major philosophers and schools from 585 B.C. to 1600 A.D. 3 credits. Every third semester.

PHIL 405. Franciscan Philosophy

This course offers students the opportunity to study the broad range of metaphysical, epistemological, ethical and political ideas found in the chief Franciscan philosophers of the High Middle Ages: St. Bonaventure, John Duns Scotus and William of Ockham. Which Franciscan philosopher is studied varies from semester to semester; course may be taken repeatedly provided that the topic of study differs. 3 credits.

PHIL 406. Philosophy of St. Thomas Aquinas

This course is a general course on the philosophy of St. Thomas Aquinas (1225-1274) and will treat as many of the general areas of Aquinas' thought as possible. Among the topics to be considered are the metaphysics of being; God and His Nature; the human person; intellect and will; the end of the human person; happiness; the virtues; law and the political community. 3 credits.

PHIL 407. History of Modern Philosophy

An investigation of the leading trends in 17th and 18th century philosophy from Descartes to Kant. 3 credits. Every third semester.

PHIL 409. Nietzsche

This course will examine Nietzsche's seminal writings with an eye to their influence on contemporary philosophy. Such central topics in Nietzsche as "the death of God," "the will to

power," "the Overman," and "nihilism" will be addressed as well as the appropriation of Nietzsche in "postmodern" thought. 3 credits.

PHIL 413. American Philosophy

An introduction to the chief American philosophers: Emerson, Thoreau, Pierce, Royce, James and Dewey. 3 credits. Every two years.

PHIL 498. Senior Research Seminar

This course covers research methodologies and skills, and provides the philosophy major with both structural support and mentoring for developing a successful "senior essay" in order to satisfy the department's comprehensive requirement for graduation. 3 credits. Every fall.

PHIL 450-1. Independent Study

Directed reading and research. 1-6 credits.

PHIL 450H-1H. Honors Independent Study

Directed reading and research for an Honors Essay or an Honors Project. 3-6 credits. Annually.

PHYSICAL SCIENCE (PHSC)

PHSC 101. Earth Science

A survey of physical properties and processes of the Earth. The content is drawn from geology, atmospheric science and oceanography. Topics may include the motion of the Earth, atmospheric circulation, plate tectonics and igneous activity and physical properties of the oceans. This course will not satisfy the natural science requirements for science majors. 3 credits. On demand.

PHSC 102. Physical Science

An introductory level course for non-science majors. Physical principles are discussed at the conceptual level with minimum use of mathematics. The application of these principles to everyday experiences is stressed. Among the topics covered are: motion, forces, energy, momentum, structure of atoms and molecules, liquids, gases, temperature and heat. This course will not satisfy the science requirement for science majors. 3 credits. On demand.

PHSC 105. Geology

A survey, with emphasis on physical geology, considering processes at work on the Earth's

crust, such as glaciation, weathering, mass movement, water, diastrophism and a consideration of rocks and minerals composing the crust. 3 credits. On demand.

PHSC 106. Stars and Stellar Systems

A survey of the universe beyond our solar system: stars and multiple star systems, nebulae, galaxies, quasars, pulsars and black holes. Models of the universe's origin and modern observing techniques will also be discussed. 3 credits. On demand.

PHSC 107. The Solar System

How do the planets move through space and indeed what are the planets like? How did our solar system come into existence? What is our sun like? These and other questions will be treated in depth in the introduction to the astronomical aspects of our star system. 3 credits. On demand.

PHSC 108. Physics for Poets

This course is intended for non-science majors. It investigates the basic theories of modern physics after a brief discussion of those classical ideas that are relevant. Historical, philosophical and social implications of developments in modern physics are also considered. The course requires no college mathematics as a prerequisite. This course will not satisfy the natural science requirement for science majors. 3 credits. On demand.

PHSC 113L. Astronomy Laboratory

Basic experiments in astronomy combining astronomical observations with laboratory exercises. May be taken with PHSC 106 or PHSC 107 to fulfill the four hour laboratory science requirement. 1 credit. On demand.

PHSC 115. Alternative Energy Sources

This course is intended for the student who has had an exposure to the rudiments of science and who is interested in exploring the topic of energy sources. This course will deal with energy sources which are state of the art or near state of the art. Each energy source will be examined from the point of view of the physical principles involved and the practical limitations of the utilization. Discussions where pertinent will also include hazard analyzes. 3 credits. On demand.

PHSC 116. Historical Geology

General principles and the origin of the earth. Attention will be directed primarily to the nature of physical conditions and the record of life during the geologic history of the continent of North America. Some treatment will be given to the areas of Europe, because most major divisions of the rock succession were first recognized and defined there. Students having physical geology as an introductory course will be able to tie into a time sequence many previously unassociated facts in relation to the age of the Earth. 3 credits. On demand.
PHYSICS (PHYS/PHYL)

PHYS 103. General Physics I

An introductory course in physics for students of science and engineering. Topics include vectors, statics, dynamics, rotation, conservation laws, vibrations and thermodynamics. Students without calculus admitted with permission of instructor. 3 credits. Fall.

PHYL 103. General Physics Laboratory I

Basic experiments in classical physics designed to complement the topics covered in PHYS 103. Corequisite: PHYS 103. 1 credit. Fall.

PHYS 104. General Physics II

Prerequisite Physics 103. Topics include: electricity and magnetism, circuit analysis, electromagnetic waves, optics and modern physics. Students without calculus admitted with permission of instructor. 3 credits. Spring.

PHYL 104. General Physics Laboratory II

Basic experiments in classical and modern physics designed to complement topics covered in Physics 104. Corequisite: PHYS 104. 1 credit. Spring.

PHYS 110. Physics for Medical Technicians

A one-semester general physics course which emphasizes the principles of physics that are most important to a medical technician. The course topics include optics, forces, motion, energy, heat, fluids, electricity and radioactivity. 4 credits. On demand.

PHYL 110. Physics for Medical Technicians

Two hours per week laboratory with experiments in areas covered in Physics 110. 1 credit. On demand.

PHYS 201. Theoretical Mechanics

Vector algebra and calculus. Kinematics of a point. Dynamics of a system of points. Kinematics of rigid bodies. Impulse, momentum, work and energy. Prerequisites: PHYS 103 and 104. 3 credits. On demand
PHYS 301-302. Electricity and Magnetism
Topics covered include vector analysis, selected topics in vector calculus, the electrostatic field of force, Gauss' law and the application of these principles to the solution of problems involving various geometries is considered. The electrostatic field in dielectric media, boundary value problems in dielectric media and electrostatic energy and the application of energy concepts are studied. Electric current and circuit analysis are included. Other topics include the magnetic field of steady currents, electromagnetic induction, magnetic properties of matter, magnetic energy, slowly varying currents, Maxwell's Equations and the applications of Maxwell's Equations. Prerequisite: MATH 251-252. First semester 3 credits. Second semester 3 credits. On demand.

PHYS 304. Thermodynamics

Temperature, thermodynamic systems, work, the First Law, heat, ideal gases, the Second Law, reversibility and irreversibility, the Carnot cycle, entropy, Boltzmann statistics, equipartition of energy. Introductory statistical mechanics. 3 credits. On demand.

PHYS 309. Experimental Physics I

This course introduces the student to the experimental techniques associated with the intermediate level physics courses. Choice of experiments will depend upon the student's background and interest. Prerequisites: PHYS 103, 104. 3 credits. On demand.

PHYS 312. Internship in Applied Physics

This course is a practicum designed to give qualified juniors an opportunity to spend a summer in a structured industrial or research setting so that they can immerse themselves in a project involving applied physics. Open to second- semester junior physics majors and with special permission students with a physics minor. 3 credits. Fall and Spring.

PHYS 401. Modern Physics and Quantum Mechanics

A study of transition from classical to modern physics. Topics treated are relativity, electro-

magnetic radiation, discoveries of electron and nucleus, Bohr Theory of atomic structure and introductory quantum mechanics. (formerly Atomic Physics). Prerequisites: PHYS 103 and 104. 3 credits. On demand.

PHYS 404. Solid State

Crystal Structures and solids. Lattice vibrations. Thermal properties of solids, Electron theory of metals, dia-, para-, and ferromagnetism, Semi-conductors, transistors. Prerequisite: PHYS 401. 3 credits. On demand.

PHYS 406. Introductory Quantum Mechanics

De Broglie waves and wave packets, the Schroedinger equation, applications to one-dimensional problems, the hydrogen atom, perturbation theory, angular momentum and electron spin. (Offered on demand.) Prerequisite: PHYS 401 and permission of the instructor. 3 credits. On demand.

PHYS 408. Optics

Study of wave motion, Huygen's principle. dispersion. Some facts concerning the spectrum, interference, diffraction, double refraction, plane polarized light, the electromagnetic theory of light, velocity of light, the origin of spectra. 3 credits. On demand.

PHYS 409. Experimental Physics II

This course is a continuation of Physics 309. Experiments of a more sophisticated nature are available. The experiments are related to lecture courses at the senior level. 3 credits. On demand.

PHYS 410. Special Problems in Physics

Designed to allow qualified seniors to undertake independent study or experimentation in some subject in physics under the direct supervision of one of the department. Modern computer methods will be employed wherever possible so that the student may become acquainted with programming, etc. 3 credits. On demand.

PHYS 451. Applied Methods in Computational Physics

Problem solving in a wide range of engineering and physics applications, including electricity and magnetism, solid and fluid mechanics, optics, thermal physics, atomic and nuclear physics. Emphasis is placed on numerical methods, approximation techniques and

advanced computer skills for solutions of problems arising in realistic engineering situations. Prerequisite: CS 127 or ENGR 220. 3 credits. On demand.

PHYS 452. Modeling and Simulation of Physical Systems

Practice in the numerical solution of differential equations and systems of such equations. Finite difference and finite element methods are used on applications drawn from several areas of physics and engineering. Prerequisites: PHYS 451 or MATH 431. 3 credits. On demand.

PHYS 490. Physics Senior Comprehensive

This is an oral comprehensive required of all physics seniors. 0 credits. On demand. All physics courses above 104 have Physics 103 and 104 as a prerequisite.

POLITICAL SCIENCE (POLS)

Required courses

POLS 102. American Politics

This course seeks to explain American politics as the interaction among political thought, economic, political, and social structures, and the struggle for human rights. Grounded in an understanding of the clash between economic elites and democratic forces during the Constitutional period, the course then traces this dynamic into the basic governmental structure, political parties and elections, media influence, and political struggle for human rights. Finally, the course explores the possibilities for change under the current political/economic/social structures. 3 credits. Fall and Spring.

POLS 103. International Relations

This course is designed as an introduction to the study of international relations. Several important questions are addressed. What is the nature of the international system? What sources of power are available? What are the strengths and weaknesses of the current state system? How are non-state actors influencing international relations? What are the links between individuals and world politics? Objectives of this course include increasing understanding of current international events, developing an appreciation for the challenges of political decision-making and diplomacy and the choice of tactics, augmenting familiarity

with key political concepts and improving recognition of important international actors. 3 credits. Spring.

POLS 203. Comparative Political Systems

A comparative analysis of the governments and politics of modern nation-states. First, a method of comparative analysis will be established. Then the student will analyze a selection of systems of government and politics from each area of the world. Areas will include advanced industrial states, developing regions and regimes in transition. Objectives of this course include increasing familiarity different types of political systems, structures, ideologies and conflicts. 3 credits. Fall.

POLS 204. Political Thought

This course addresses several fundamental questions of social and political life. Why do we follow rules? Is there a universal basis for judging behavior? Are there laws of human nature? If so, what kind of society do they encourage? What are the causes and justifications of inequality? What is the best way to organize society? We will read several attempts to address these questions during this class. The objectives of the course include gaining familiarity with some of the key concepts and thinkers in the history of political theory, developing an appreciation of the influences of political theory in shaping politics, improving the capacity to compare and analyze arguments, and developing skills in examining and presenting lines of reasoning. 3 credits. Fall.

POLS 307. Research Methods in Political Science

This course introduces students to the methods and terminology used by political scientists. We will examine basic concepts used in research (such as theories, hypotheses, independent and dependent variables, reliability and validity, sampling, and generalizability). We will also examine basic statistical techniques that are used to examine data, with an emphasis on interpreting the results (ranging from descriptive statistics to crosstabs, correlation, and regression). This course provides the knowledge necessary to conduct objective investigations of political phenomena and to better understand and evaluate the research of others. Upon completion of this course, students should be able to understand and interpret most

research published in political science journals, as well as public opinion polls, surveys, and research findings reported in the news. As a result, students who complete this course will become more sophisticated consumers of diverse research and be prepared for future coursework in political science, as well as for life as an educated and informed citizen. 3 credits. Spring.

POLS 498. Political Science Capstone

The capstone course offers the senior political science major the opportunity to carry out in-depth research, guided by a professor, in a particular area of the field. The student presents to his/her peers in a seminar format the results of the research. Additionally, a major paper is completed. 3 credits. Fall.

American Politics**POLS 205. Law and Society**

Law is a common and yet distinct element of daily life in modern societies, simultaneously shaping and being shaped by society. The creation, interpretation, and enforcement of laws occur in the context of historical changes, societal norms, and the subjective concerns and whims of those charged with their creation. This course will explore, from an American and comparative perspective, the nature of law as a set of social systems, central actors in the systems, legal reasoning, and the relationship of the legal form and reasoning to social change. 3 credits.

POLS 221. Congressional Politics

Congress is the first branch of government and the keystone of the Washington establishment. This course explores some of the most basic questions about the American political system. Does Congress adequately represent the American people? Why does Congress have difficulty making collective decisions in the national interest? How has the Republican takeover of Congress reconfigured the institution and altered its procedures? How can Congress and the president work together to make public policy? Topics covered include representation, campaign finance, elections, the legislative process, the committee system, members in their districts, Congressional investigations, party leadership, Congress and relations with the president. 3 credits.

POLS 240. Controversies in Public Policy

This course introduces students to the fundamental concepts and debates in the areas of policy analysis, policy formation, and specific policy issues. We will address questions like: Can we analyze public policies rationally and systematically? What criteria ought we use to analyze public policies? Is the policy making process rational and systematic, or is it political and arbitrary? Finally, what major policy issues confront Americans today, and what choices do we face? 3 credits.

POLS 251. American Urban Conflict

The cities of the United States present critical political and social issues, including deindustrialization, inner city poverty, crime and suburbanization. These cities also represent centers of vital political and social developments, including the civil rights movement, the new urbanism, urban enterprise zones, the new economy and cosmopolitan culture. This course explores the variety of problems and opportunities facing American cities today, while providing a close look at the politics and culture of major cities like New York, Los Angeles and Chicago. 3 credits.

POLS 261. Participation in American Politics

Political participation is essential for American democracy. This course explores the variety of ways Americans participate politically and the promises and limitations of this activity. Traditional forms such as elections, campaigning, the courts and interest groups are examined as well as more radical forms such as the civil rights movement, feminism and protests. 3 credits.

POLS 305. Presidential Power

Designed to provide a thorough understanding of the processes of the executive branch of the American government, its role in relationship to the other sectors of government and the public. Included for consideration are the Office of the President, his and cabinet; the policy making process and the bureaucracy. 3 credits.

POLS 306. Courts in American Politics

This course details the role of law within the larger political/economic system showing how it functions as a system of social control.

Particular attention is given to the role of the government in maintaining the legal system through judicial appointments and prosecutors; the role of juries; and the public before the courts. 3 credits.

POLS 315. Environmental Politics

This course addresses the relationships among the environmental movement, their opponents and the political system. Students study political movements for and against environmental protection at the community, national and global level. It also investigates the principal policies and policy-making institutions, including major environmental legislation and regulations, state and federal environmental agencies, and international agreements. 3 credits.

POLS 328. Politics of the 60s

The period commonly referred to as "the 60s" was a unique time in U.S. politics. The United States experienced political assassinations, a confrontation with the Soviet Union, a conflict in Vietnam, a civil rights movement, the largest student protest movement our country has seen, inner city riots, and prison uprisings. This course examines these events to understand their evolution as well as their lasting effects on U.S. political institutions and political behavior. 3 credits

POLS 351. Politics of Social Policy

Social policy is one of the most contentious and misunderstood topics in American politics today. The welfare state as such has come under attack, as have those who depend upon its programs. This course addresses many of the contemporary scholarly and policy debates concerning the nature of the welfare state, the development of the American welfare state, the nature of poverty today and the impact of social policy upon divisions in American society. Traditionally, social policy has focused upon poverty, but this course is also interested in its impact upon issues of race, social class and gender. 3 credits.

POLS 395. Media and Politics

This course takes a broad view of the media and its impact on politics, as well as the attempts of politicians and bureaucrats to manipulate media messages. We begin the semester by exploring the origin of the division between "news" and "entertainment" media and the recent blurring of this

distinction. We then look at the evolution of the PR industry to see how opinion makers (particularly politicians and business interests) have developed techniques to shape mass public opinion. With this background we consider the impact of modern media coverage on political campaigns. With this background we consider the impact of modern media coverage on political campaigns and executive and legislative politics. 3 credits.

POLS 397. Policing in the Americas

This course engages in a critical examination of “police power” in a wide range of contexts – from local instances of protest policing to international police assistance. While police are often seen as “neutral” enforcers of the law without their own political interests, their roles in maintaining order, targeting certain populations for enforcement, collecting intelligence, and at times supporting particular politicians or political parties make them important political actors. The course provides a historical and theoretical perspective on the role of the police in liberal democracies, in particular the United States and Canada, as well as the efforts of these countries to “export” various policing models to Latin America. 3 credits.

POLS 420. Civil Rights and Civil Liberties

This course engages the student in the debate concerning the parameters of freedom and political order within the legal system. It does so by examining the dynamics of Supreme Court decisions as related to the First Amendment rights of speech, press, religion; criminal due process; equal protection for minorities and women; and the right of privacy. 3 credits.

POLS 421. Constitutional Law

The behavior of American politics is largely determined by the governing structures existing within the system. In turn, each of these structures is grounded in constitutional law. This course, by closely analyzing the Constitution itself and various Supreme Court decisions, explores the legal foundations of American politics. Subjects include the separation of powers, the federal system, executive privilege, the private economy, etc. 3 credits.

Comparative Politics**POLS 340. Identity, Emotions, and Decisions**

This course examines the reasons for political behavior from a psychological perspective. The study of political behavior can be examined at the elite or mass levels, or even the nexus between elites and masses. This course uses insights and research from both psychology and political science to analyze a number of issues in the creation of political action. Particular emphasis will be placed on public opinion, persuasion heuristics, identification, intergroup conflict, tolerance, decision-making processes and the influence of small groups and personality of leaders on decision outcomes. 3 credits.

POLS 345. Political Conflict

The study of politics revolves around conflict and compromise. Several scholars examine strategies used in the competitive quest for power or other values. Others study psychological factors of identity that influence group conflicts. Theorists attempt to develop models of decision making and political behavior that help explain the general processes of conflict. The course presents a set of tools useful in the study of conflict processes, and examines the importance of gender in conflict. Further, we examine a number of case studies to compare how conflicts develop in different settings. An important aspect of the course is a research project in which you will analyze a conflict of your choice. 3 credits.

POLS 355. Latin American Politics

Students will be introduced to the challenges facing Latin American countries as they develop politically, economically and socially. The course considers alternative theoretical explanations for patterns of politics in the region, analyzes the role of different social and state actors and reviews contemporary political trends in a number of Latin American countries. Major contemporary issues that will be examined include the role of the military in politics, the possibilities for democracy in the region, the challenge of bringing human rights abusers to justice, and the causes and consequences of international issues such as the debt crisis and drug trafficking. 3 credits.

POLS 375. Women and Politics

Women in most societies have been traditionally considered apolitical. This course seeks to break this commonly held image of women in a number of ways. A primary goal of the course is to develop a broad and sophisticated understanding of politics that can reveal the multifaceted ways in which women are politically involved. A second goal of the course is to recognize the diversity of political women. An understanding of the diversity of women in politics will be enhanced by consideration of women in a variety of political settings. The course seeks to develop an understanding of how different political and economic regime types – revolutionary, military, democratic, neoliberal, etc. – have a distinct impact on women and men. 3 credits.

POLS 396. Politics of the Middle East

This course is a comprehensive survey of historical and contemporary events in the region and focuses on the period starting from the fall of the Ottoman Empire to the present. We will examine processes of state building, struggles for self-determination and the domestic, regional, and international factors shaping the foreign policies of key states in the Middle East, the politics of religion, particularly the rise of various violent and non-violent forms of Islamic fundamentalism, the Arab-Israeli conflict, and the fate of ethnic and religious minorities in the wake of the region's upheavals. The ultimate purpose is to provide students with historical and substantive knowledge of the region and the analytical tools necessary to critically evaluate events and political trends. 3 credits.

POLS 398. Terrorism and Political Violence

This course is a survey of the phenomenon of political violence and an analysis of its causes, forms, and consequences. The course will focus on the following three forms of political violence: terrorism, genocide and assassinations. The course will explore several questions: why do individuals/organizations/states resort to violence instead of pursuing their goals peacefully through routine politics? What accounts for individual and mass support for political violence? What are the psychological, social, and political effects of violence? Is violence more effective in realizing an actor's objectives? The course will focus on current events, especially terrorism in the Middle East,

as well as past events such as the Holocaust, the Armenian massacre, genocide in Rwanda, mass killings in Darfur, and other relevant cases. This course employs an interdisciplinary approach and will cover both broad/general theories and specific cases from different regions and will include watching few movies and documentaries. 3 credits.

POLS 435. Politics of Developing Areas

This course focuses on the problems encountered by developing nations as they attempt to modernize their political and economic institutions. We will address questions such as why do some countries seem to have an easier time developing than others? How can we measure concepts such as development and democracy? Are economic development and political democratization mutually reinforcing processes or do they conflict? In addition to exploring different theoretical explanations for political outcomes the course addresses important issues which policy makers in developing countries deal with on a daily basis including: environmental degradation, the status of women, racism, child labor, war and threats to national security. 3 credits.

International Relations**POLS 104. Model United Nations**

This course is the entry to participation in MUN. The class is designed to familiarize the student with the following issues and materials: the structure and functions of the United Nations and its internal agencies; the salient issues that come before the UN; the rules of order and techniques of formal debates used at the UN; experience and participation in UN simulations; research methods and techniques for studying foreign nations; preparing position papers; and tasks related to planning and organizing a Model UN simulation. Students enroll in the course for the entire academic year, meeting the deadlines for the Fall semester. They receive an IP grade until the conclusion of the Spring semester. They prepare for participation at the Mid-Atlantic Model United Nations Conference day-long scrimmages at different times during the year, and participate in other conferences as scheduled. They also actively plan and implement the St. Bonaventure

Model United Nations Conference for high school students held on the St. Bonaventure campus in the spring of each year. 3 credits.

POLS 208/209. Intermediate Model United Nations

Prerequisite: POLS 104. This course will have the responsibilities of POLS 104, plus additional presentations to the class and the requirement of running a committee for SBUMUN. Students will be expected to participate in at least three MAMUNC scrimmages or other conferences. Only three MUN credits at the POLS 210 level or higher will be acceptable as a political science elective for the major. The other MUN credits will be considered as general electives. Students enroll in the course for the entire academic year, meeting the deadlines for the Fall semester. They receive an IP grade until the conclusion of the Spring semester. 3 credits.

POLS 308/309. Model United Nations Secretariat

Prerequisite: POLS 210. This course builds on the experience and responsibilities of POLS 210/211 but also requires key leadership positions and major preparations for the conference and conduct of the class. This entails extra planning meetings, and the execution of many of the logistical requirement of the SBUMUN conference. Members at this level will also help revise and make suggestions for the topic guides and other material for SBUMUN, help prepare the class for other conferences, and manage the SBUMUN website. Students enroll in the course for the entire academic year, meeting the deadlines for the Fall semester. They receive an IP grade until the conclusion of the Spring semester. 3 credits.

POLS 320. U.S. Foreign Policy

The United States emerged from the past millennium as the world's only "superpower." During the semester we will explore questions such as: How did the U.S. gain this undisputed advantage in the international arena? Does U.S. hegemony threaten world stability or is U.S. guidance the key to peace and prosperity in this millennium? How are other countries and groups reacting to U.S. power? Were the September 11 attacks the manifestation of a "clash of civilizations" or a reaction to U.S. imperialism? As we move chronologically

through the major foreign policy events of the past fifty years we will consider traditional political science explanations for U.S. decisions, considering evidence for realist, liberal (or idealist), and critical viewpoints. By the end of the course students should have gained an appreciation of the difficulties involved in maintaining influence on a global scale and the, often conflicting, impact of U.S. foreign policy decisions on democracy at home and abroad. 3 credits.

POLS 330. International Political Economy

With the end of the Cold War and the acceleration of "globalization," economic issues have come to dominate the international agenda. This course examines the relationship between politics and economics in the international setting. It begins by looking at issues of trade and the international division of labor — focusing on the trend toward regional trading blocks. Issues of international finance and monetary policies are then explored looking at the political implications of financial integration. Finally, students will be introduced to some new ways of thinking about the international political economy focusing on gender and environmental issues. 3 credits.

POLS 356. Latin America and the United States

This course examines contemporary issues in United States-Latin American relations, placing them in the larger context of U.S. dominance in the region. Topics to be explored include the causes and consequences of Central American and Mexican immigration, free trade, the Andean region and drug trafficking (with a focus on the recent Plan Colombia), and security issues related to the Cuban revolution and the Panama Canal. 3 credits.

POLS 399. International Security

International security lies at the heart of international stability and prosperity. Understanding the fundamental security issues that the international community has to deal with nowadays is crucial for political order. In this course, we will examine the major social forces that shape political outcomes in various states, such as religion, nationalism, and ethnicity; we will also study actual threats such as terrorism, proliferation of weapons of mass destruction, civil wars and state failure. Finally, we will consider long-

term trends such as the effects of information technology on security, changing role of states, international organizations, transnational movements and democratization. A major focus of the course will be on U.S. security policy given that we live in an age of American supremacy. 3 credits.

POLS 460. Nationalism and Ethnic Conflict

One of the greatest threats to state security in the post Cold War era has been the rise of nationalism and the role of ethnicity in political mobilization. We discuss the roots of ethnic and nationalistic sentiment, specifically whether ethnicity is a flexible social construct. We then move forward to consider the following questions. When does ethnicity become politicized? How and why do ethnic groups mobilize to engage the state? What are possible state responses to nationalist sentiment and ethnic conflict? Throughout the class case studies of recent ethnic conflict, such as Yugoslavia and the Rwandan genocide, will be used to illuminate the material. 3 credits.

Political Thought

POLS 302. American Political Thought

This course traces liberalism, the dominant American ideology, from Puritanism to the present time. Special attention is given to the Constitutional period and the contrasting thought of Madison and Jefferson, the Industrial Revolution, and the Depression. Finally, the course considers the effect of liberal ideology on the current condition of American politics.

Special Courses

POLS 450/451. Special Topics

A specialized course pertaining to one of the four subfields of Political Science: American Politics, International Relations, Comparative Political Systems, Political Thought. The specific content of the course will be announced prior to the semester in which it is offered. 3 credits.

POLS 491. Washington Internship

The student lives and works in Washington for a semester. The student expresses several choices as to a preferred experience and then is placed in one of these choices. Past student

experiences have included the White House, State Department, Department of Justice, Congressional Offices. 15 credits.

POLS 492. Albany Internship

A student may participate in the New York State Assembly program in Albany offered each Spring semester. The student lives and works in Albany. 15 credits.

POLS 497. Independent Study

Under the guidance of a professor, a student will engage in advanced reading or research in political science. May be taken more than once for a total of 6 credits.

PSYCHOLOGY (PSYC)

Introductory & Prerequisite courses

*Honors course options

PSYC 101. An Introduction to Psychology*

A beginning course in the social and natural science areas of psychology; coverage of these two areas is at the discretion of the instructor. Research methods, quantitative methods and history are also introduced. 3 credits. Fall and Spring.

PSYC 102. An Introduction to Biopsychology

This course is a comprehensive introduction to the foundations of behavior. This includes the genetic, hormonal, neurochemical, developmental, social, and evolutionary bases of behavior and mental processes. Specific topics with the course, addressed at multiple levels of analysis, include sensation, perception, learning, memory, emotion, thinking, language, feeding, drinking, reproduction, aggression, and other social behaviors. 3 credits.

PSYC 191. Honors Psychology*

An introduction to psychology for honors students. Topics include the history of psychology, methods of research, learning, cognition, physiological psychology, perception, social psychology and personality. These topics will be covered in depth, and extensive discussion and analysis will be expected. Collaboratively, in a seminar format, the students and the instructor will review the classic literature of psychology and also explore more recently published research, theory and applications. While the course is designed for freshman majors, nonmajor

sophomores and juniors who meet the qualifications of the Honors Program are welcome to enroll. No prerequisites. 3 credits.

PSYC 201-202. Psychological Research: Methods and Statistics I and II

A two-semester sequence treating methods and statistics of psychological research in an integrated fashion. The course will focus on the development of skills to enable the student to understand and conduct psychological research.

201. The scientific process, observational methods, types of investigation, surveys, traces, archival data, control, sampling, descriptive statistics, correlation and regression, basics of hypothesis testing. Prerequisite: PSYC 101. 3 credits. Every semester.

202.* Experimental designs, multilevel and factorial designs, interactions, external validity, comparisons among means, t-test, analysis of variance, non-parametric statistics. Prerequisite: PSYC 201. 3 credits. Every semester.

Upper-Division Courses

PSYC 212. Social Psychology*

The study of how individuals influence and are influenced by their social environments. Topics include social learning, attitude formation and change, interpersonal attraction, social exchange, conformity, leadership and social groups. A Psychology Set 1 elective. Prerequisite: Psychology 101 or Sociology 101. 3 credits.

PSYC 213. Group Dynamics

This course covers the major theories of group behavior and group process through experiential exercises, discussions and readings. Opportunities for students to learn observational and analysis skills necessary to study group process are provided. Prerequisite: Psychology 212. 3 credits.

PSYC 215. Maladaptive Behavior*

Introduces students to the diagnostic criteria and description of mental disorders as well as the etiology and treatment. Special attention is paid to the scientific basis of our knowledge of this area. A Psychology Set 1 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 222. Psychology of Learning & Memory*

An overview of the general principles governing behavior change, informed by consideration of the ecological and biological constraints and affordances on learning and memory. Topics may include the principles underlying: habituation, reinforcement, punishment, learning-set formation, conditioned emotional responses, taste aversions, token economies, spatial learning, food-storing, short- and long-term memory, forgetting, drug addiction, therapy for maladaptive behaviors. A Psychology Set 2 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 224. Psychology of Adolescence*

Development of adolescent behavior with emphasis on the determinants of patterns of adolescent activity. A Psychology Set 1 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 225. Psychology of Adult Development and Aging

As we age we undergo gains as well as losses during the adult years. The focus of this course is twofold; to emphasize what individuals can do to promote successful aging and to highlight what individuals can do when faced with the challenges of the declines and diseases that occur during the adult years. This course will examine adult development and aging in four domains: biological and physical, cognitive, personal, and social. Prerequisites: Psychology 101 or permission of the instructor. 3 credits.

PSYC 232. Psychological Well-Being

Through this course the science of positive psychology will be explored. The roots of the study of human well-being in ancient Greek philosophy and, more recently, humanistic and existential psychology will be covered. Emphasis will be given to recently developed theories on optimism, hope, resilience, strengths, and human flourishing. These topics will be viewed at the level of individuals, interpersonal relations, groups, organizations, communities and nations. Prerequisite: PSYC 101. Set 1 elective. 3 credits.

PSYC 309. Social Influence

Social influence is practiced by each of us and used on each of us every day. Social influence

attempts include subtle social pressure, requests, and direct commands and can take a variety of forms including personal appeals, advertising campaigns, and government propaganda. Social influence attempts may be conveyed through traditional advertising but can also be conveyed through art, architecture, and music. As part of this course students will examine and evaluate real world social influence tactics as well as examine empirical research that explores the factors that make it more likely a social influence attempt will be successful. Topics may include attitude change and persuasion, conformity, compliance, and obedience. Prerequisites: PSYC 101. Set 1 elective. 3 credits.

PSYC 310. Organizational and Industrial Psychology*

An introduction to the psychology of the individual within the organization. The level of analysis will extend from individual psychology to the social psychology of groups and larger social structures. A Psychology Set 1 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 312. Child Development*

The major theories in developmental psychology will be discussed with a focus on infant and child development. Theories and topics discussed include cognitive development, language development, attachment and emotional development, moral development, the self, and the role of the family, peers, school, and the media on development. A Set One Requirement. Prerequisite: PSYC 101. 3 credits.

PSYC 313. Interpersonal Relations*

An inquiry into theories and empirical studies of the dyad. The dynamics of the development and maintenance of close interpersonal relationships are emphasized. Principal topics include attraction, intimacy, verbal-nonverbal communication, conflict and conflict resolution. Marriage and alternative dyadic lifestyles are critically discussed. A Psychology Set 1 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 315. Animal Behavior

A comprehensive introduction to the study of behavior that is organized around Niko Tinbergen's "four questions" that are asked about behavior: What is the immediate causation, the development, the current

evolutionary function, and the evolutionary history of the particular behavior in question. Topics include: behaviorgenetics, evolution, predation, predator avoidance, play, communication, cooperation, altruism, kin-selection, monogamy, polyandry, polygyny, territoriality, individual differences (nonhuman animal "personalities"). A Psychology Set 2 elective. Prerequisite: PSYC 101. 3 credits.

PSYC 316. Human Sexuality

This course will offer a broad view of human sexuality from multidisciplinary perspectives: the psychological, biological, sociological and historical. Topics will include research methods in the area of sexuality, human sexual anatomy, response, motivations, variations, reproduction, and basic sexological vocabulary, gender differences, developmental issues, and current and emerging theories and controversies regarding gender identity, sexual orientation, and the treatment approaches for sexual dysfunctions and other sexual problems. Prerequisite: PSYC 101. Set 1 elective. 3 credits.

PSYC 330. Health Psychology

Issues related to health are a national concern as obesity rates and the costs for health care rise. This course provides an overview for many topics in health psychology including addiction, illness, exercise, stress, diet, and sexual behavior. This course describes research methodologies from an evolutionary, social, cultural, political, and individual perspective. Current treatments and inventions for solving issues related to health are also introduced. In all, this course provides a diverse introduction to many topics, perspectives, and outcomes for research in health psychology. Prerequisite: PSYC 101. Set 2 elective. 3 credits.

PSYC 343. Physiological Psychology*

An introduction to the physiological bases of behavior, focusing on the structure of the nervous system and the hormones and other biochemicals important for brain functioning and the emergent phenomenon we call behavior. Learning the 3 dimensional structure of the mammalian brain is aided by dissecting a sheep's brain. Topics include: development, recovery from spinal cord injury, movement, sensation and perception, sleep, consciousness, emotion, ingestion, eating disorders, reproduction, social bonding,

communication, language, learning and memory, drug addiction, and disorders such as Parkinson's, Alzheimers, schizophrenia, depression, ADHD. A Psychology Set 2 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 382. Sustainable Behavior

Sustainability is meeting our needs without compromising the ability of future generations to meet their needs. This course will explore the primary scientific literature to understand the reciprocal influences between our biology of eating (evolution, culture, physiology) and the food-production system. Our goal is to understand the relationship between food choices, cognitive and mental health, and aging. Furthermore, those topics are set in the context of economically viable, ecologically sound, and ethical food production systems. After reading core materials, specific topics for in-depth reading will be negotiated by participants. Prerequisite: PSYC 202. 3 credits.

PSYC 414. Sport and Exercise Psychology

Sport and Exercise Psychology is an emerging field that covers a diverse range of topics including team dynamics, team leadership, exercise and sport performance, sport related health and well-being, and sport to facilitating growth and development. In addition to presenting research in these areas, this course focuses on enhancing performance in sport and exercise and sport related health and well-being. 3 credits.

PSYC 420. Special Studies in Psychology

An intensive study of a particular area or topic in psychology or its applications. The content of the course will be announced prior to the semester in which it is offered. The course may be retaken if the content has changed. 3 credits.

PSYC 421. Sensation and Perception*

Critical analysis of theories, methods of investigation, and data obtained in studies of sensory and perceptual processes, including the nature of physical stimulation, psychophysical methods, form perception, space perception, constancy, spatially coordinated behavior and attention. Emphasis primarily but not exclusively on visual perception. A Psychology Set 2 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 422. Cognition*

How do we think, and how can our thoughts processes be improved? The course will deal with contemporary approaches to the study of higher mental processes, with an emphasis on information processing. Topics will include memory, language, cognitive skills, reasoning, concept learning and problem solving. Theories and research will be considered, along with applications to everyday life. A Psychology Set 2 elective. Prerequisite: Psychology 101. 3 credits.

PSYC 433. Psychology of Personality*

A survey of the various approaches to the study of personality. Also included are the determination of personality development and the methods elective. (formerly PSYC 233) Prerequisite: Psychology 101. 3 credits.

PSYC 469. Introduction to Clinical Methods in Human Services

Introduces Psychology majors to clinical methods and issues in human services in preparation for fieldwork experience. Areas that are covered include: ethics, assessment, interviewing, and psychopharmacology. The objective of this class is to furnish students with information and clinical skills that will enable them to provide direct service to clients, with appropriate supervision. Prerequisite: Psychology 101, and sophomore standing. Spring.

Field Work

Students who elect to do field work in psychology are placed in community agencies for the purpose of acquiring supervised field experience under qualified professionals in areas indicated by the student's particular interests and aptitudes. The course provides a link between the knowledge of psychological theories, methods and research acquired in the classroom and the application of this knowledge to current problems in society. Three hours per week are spent in the agency for each course credit hour earned. Most human service agencies require nine hours per week (3 credits). Registration requires permission of the Department Field Work Adviser, who should be consulted at least one semester in advance of course registration. Because screening of student applicants by the Department of Psychology is basic to the

specified agreement with each agency, the course is open only to Psychology majors. 1-3 credits. Fall and Spring.

470. Training and Education of the Handicapped Field Work

Prerequisite: Psychology 215, 469.

471. Adolescent Rehabilitation Field Work

Prerequisite: Psychology 215, 469.

472. Juvenile Rehabilitation Field Work

Prerequisite: Psychology 215, 469.

473. Treatment & Care of the Aged Field Work

Prerequisite: Psychology 215, 469.

474. Community Psychology Field Work

Prerequisite: Psychology 215, 469.

475. School Psychology & Guidance Counseling Field Work

Prerequisite: Psychology 215, 469.

476. Business & Industry Field Work

478. Field Work as a Teaching Assistant

479. Field Work in Applied Psychological Research

Independent Study

The following set of courses provides the opportunity for students to explore in depth a topic of psychology under the direction of a member of the psychology faculty. Most projects will take the form of an empirical investigation, however, other projects will be accepted if they encourage creativity. Requires permission of the faculty member supervisor. One to six credits hours can be earned in Independent Study. Permission of instructor required.

- 480. Independent Study in Learning & Memory
- 481. Independent Study in Social Psychology
- 481b. Independent Study in Sport and Exercise Psychology
- 482. Independent Study in Organizational Research
- 483. Independent Study in Developmental Psychology
- 483b. Independent Study in Adult Development

- 484. Independent Study in Perception
- 485. Independent Study in Physiological Psychology
- 486. Independent Study in Personality

Honors Courses

(NOTE: Courses with asterisks in the course description section offer honors options.)

PSYC 4HP. Honors Project in Psychology

Students who comply with the entrance standards of the Honors Program are welcome to do an honors project in any area of psychology. A project is a two- to three-semester endeavor in which, as a junior or senior honors student guided by a project adviser, you will work intensively on definition and solution of a scholarly problem or on development of a creative product. 6 credits.

PSYC 490. Honors Seminar

A seminar wherein honor students join with faculty to develop and refine their honors projects and honors options. The seminar is held once a week for one hour and is required of all students doing honors projects or taking honors options. Not for credit.

Capstone

PSYC 493. Research in Social Psychology

To comply with University comprehensive examination requirements, psychology majors must complete a research course (Psyc 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and social psychology to plan, conduct, and assess psychological research. 3 credits.

PSYC 494. Research in Personality Psychology

To comply with University comprehensive examination requirements, psychology majors must complete a research course (Psyc 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and personality psychology to plan, conduct, and assess psychological research. Prerequisite: PSYC 202 and 433. 3 credits.

PSYC 498. Research in Health Psychology

To comply with University comprehensive examination requirements, psychology majors

must complete a research course (PSYC 49X) in psychology. In this course, students will be asked to apply their knowledge of research methods, statistics, and health psychology to plan, conduct, and assess psychological research.

QUANTITATIVE METHODS (QMX)

QMX 211. Introduction to Statistics

The course involves analysis of descriptive statistics. Emphasis is placed on graphical methods, measures of central tendency, measures of variability and their application to the “real world.” Major emphasis is placed in presenting an introduction to probability and its applications. Random variables and their distribution are discussed along with mathematical expectation and useful discrete probability distributions. The course concludes with a detailed discussion of the normal probability distribution, sampling distributions and the use of confidence intervals for statistical inference. Computer usage is required throughout. Prerequisite: MATH 122 or MATH 151. 3 credits. Fall and Spring.

QMX 212. Statistical Applications for Business

A review of confidence intervals for statistical inference is followed by an extensive discussion of hypothesis testing for both large and small samples. An in-depth study of analysis of variance precedes detailed work on linear regression, multiple regression and correlation. Analysis of enumerative data including chi-square and a study of non-parametric statistics concludes the course. Survey sampling techniques permeate the course, along with a focus on the application of statistical techniques in business. Computer usage is required throughout. Prerequisite: QMX 211 and IT 120. 3 credits. Fall and Spring.

STRATEGIC COMMUNICATION & DIGITAL MEDIA (SC)

SC 210. Social Media in Society/Business

This course is designed to introduce students to developments in social media that are transforming the way we live and communicate. The class objectives are to provide students with an understanding of how those social tools relate to the practice of strategic communications including marketing, advertising, public relations, and nonprofits, as

well as the impact of the social media on our society and the marketplace. The course will be a balance of academic consideration and practical application, incorporating the use of social media such as wikis, Twitter, YouTube, personal blogs, Facebook and other relevant tools. Students will participate in virtual community discourse, create content and interact with other professionals in the field and reflect critically on the experience. New applications and social networks will come and go. However, this course will help foster the skill of applying the core principles and practices of strategic communications to social media in productive, creative and intelligent ways. It will also encourage students to be flexible, open to new communication channels and willing to experiment. Prerequisite: JMC 101. 3 credits. Spring.

SC 220. Digital Portfolio and Career Readiness

In this class, students learn the importance of designing a digital portfolio, perhaps the most critical and mandatory vehicle demonstrating a business communicator’s skill and accomplishment in the strategic communications arena, as one readies oneself for one’s career. The following areas of concentration are explored in this class: digital portfolio formatting, an evaluation of students’ professional communications strengths and weaknesses as they apply to the format of the digital portfolio, identifying one’s audience and truly focusing on them, how to organize one’s work and how to get images of 3D and oversized work into one’s portfolio. In addition, one will learn what agencies are looking for in a digital portfolio and how others have prepared for careers using digital portfolios as the centerpieces for career opportunities. Finally, this course will focus on résumé writing, interviewing skills, job searching techniques specific to the communications, marketing and agency fields and online and offline networking in the business environment Prerequisite: JMC 101. 3 credits. Fall and Spring.

SC 301. Strategic Writing and Professional Communication

This business writing course helps develop business writing and strategic communication skills by teaching and practicing a wide variety of writing initiatives from professional online communications, including memos and business reports, electronic media kits and

press releases, presentations, web site content, copywriting for advertising, white papers, and corporate proposals. The writing and presenting will include crafting and delivering positive, negative and persuasive messages, sales and fund-raising letters, new business proposals, market research reports, creative briefs, agency internal & external documents and job-search communications. Addressing today's marketplace, the course guides the student through the process of creating and presenting a substantial and strategic business report. The goal is to provide every strategic communications student with the opportunity and skill to communicate clearly and persuasively with various constituent groups. Prerequisite: JMC 111. 3 credits. Fall and occasionally Spring.

SC 302. Global Marketing and Communication

This course trains students to build successful Global business relationships by studying other cultures and proper business training to understand the intricate processes of accomplishing business and strategic communications in a global environment. Set in the context of intercultural business communications, the focus will be on understanding the role of culture & language, cultural rules for establishing relationships, creating and organizing resonate messages, import and export laws, comparative management and communications styles, business protocol, etiquette and Franciscan business ethics, rooted in the tradition of Luca Paccioli. Prerequisite: SC 301. 3 credits. Offered on occasion.

SC 303. Digital Marketing

This course underscores the importance that digital channels play in marketers' media options while building a proficiency in new media channels and digital marketing. As new developments in the media landscape continue to impact marketers and communications specialists, the multi-channel work of new media presents companies with enormous opportunities and considerable challenges. Students will be able to understand new media and digital marketing options, including these opportunities and challenges, so they can harness the power of "DigiMarketing" to grow a business in a strategic communications environment. Prerequisite: SC 301. 3 credits.

SC 401. Special Topics in Strategic Communication & Digital Media

The course gives students the opportunity for in-depth study of Strategic Communication & Digital Media-related issues and topics. Students may also arrange for planned independent study in Strategic Communication and Digital Media under the guidance of a faculty adviser. School permission required. 1-3 credits.

SC 497. Synapse Matters

Semester in Synapse Matters offers students the opportunity to act as members/employees of an advertising/PR/marketing agency in an agency setting on campus. Students will learn valuable leadership, customer service, sales, budget, and business skills. Additionally, students will foster an atmosphere of service learning, teamwork, and professionalism by working on for-profit and not-for-profit campaign projects. This experience would be structured as a seminar/lab offering 12 undergraduate credits to students. Prerequisite: SC 301. 6 credits and 100 internship hours. Fall and Spring.

SC 499. Comprehensive Experience

Students in the Strategic Communication & Digital Media major will be expected to participate in a Program Assessment Comprehensive Interview in the fall semester of year four. The student is expected to select from a list of organizations and positions and "apply" for a position. The student will then submit a cover letter, resume and portfolio for review by the assessment committee comprised of the faculty of the Strategic Communication & Digital Media major. In preparation for the interview, students will be expected to gather information about the company, as would be expected in a professional environment. Students will be graded based on a rubric which may be viewed in Appendix C. Students will either pass/fail. Students who fail will have until the end of spring year four to make suggested corrections and present again. Prerequisite: SC 497. 0 credits. Fall and Spring.

SOCIOLOGY (SOC)

SOC 101. Introductory Sociology

A comparative and historical analysis of human societies. 3 credits. Fall and Spring.

SOC 102. Social Problems

A survey course that acquaints the students with the major social problems of societies. 3 credits. Fall and Spring.

SOC 103. Introduction to Social Work

A pre-professional course in social work. The general purpose of this course is to provide students with a broad understanding of social work. 3 credits. Fall.

SOC 104. Introduction to Gerontology

This course is an introduction to the multidisciplinary field of gerontology and provides an overview of the sociology, psychology, and physiology of aging. This course will study the variety of factors which affect aged adults in current U.S. society. These include: 1) the changing role of the elderly; 2) the sources and consequences of ageism; 3) the institutional supports and family services needed by and available to a growing aged population. Cross-cultural, ethnic, and racial differences will be examined. Interpersonal role interactions and lifestyles of the elderly will also be examined along with institutional and social level structures which impact the elderly. A key goal for students is to develop a more realistic perception of the aging process in themselves and others. 3 credits.

SOC 205. Sociology of Inequality

An overview of various theories and empirical investigations of social stratification. The dimensions of social class in the United States and their effect on American culture will be examined. Both a historical and a cross-cultural perspective will be utilized. 3 credits.

SOC 206. Qualitative Research Methods

This course is an introduction to qualitative methods for social research. The course will cover issues such as interviewing, focus groups, oral history, and content analysis. Students will explore ethical issues in qualitative research and will learn how to write a qualitative research paper. Prerequisite: Sociology 101. 3 credits. Fall.

SOC 207. Quantitative Research Methods

A brief introduction to the historical development of sociological research, with special emphasis placed on present-day procedures and practices. Prerequisite: Sociology 101 and Math 107. 3 credits. Spring.

SOC 208. Contemporary Social Theories

A brief survey of the outstanding sociological thinkers from Comte to current theorists, along with the development of the several schools of thought and their influence upon present-day sociological theory. Prerequisites: Sociology 101 & 102 and two sociology electives. 3 credits. Spring.

SOC 301-302. Current Social Problems: Field Work Study

This course consists of a weekly classroom seminar, which includes speakers, films and discussions on major social problems such as poverty, drugs, crime, the aged, the mentally deficient, child abuse, family disorganization, etc. All students are also placed for a semester in local agencies which deal with social problems. Reports of "in the field" observations are submitted periodically. Prerequisite: Sociology 103. 6 credits. Fall (301) and Spring (302).

SOC 303. Sociology of Adolescence

This course will examine the socialization experience of adolescents. The role of various social institutions, including family, peers, educational system, legal system and media will be examined in detail. The class will also focus on existing theories of adolescence in the social sciences. 3 credits. Spring.

SOC 304. Community Organization

An analysis of how a community organizes itself to identify and solve problems. Prerequisite: Sociology 103. 3 credits.

SOC 306. Socio-Economic Development

An examination of less developed countries in perspective in order to study the various systems of beliefs and practices that people have developed to understand the ultimate problems of human life. 3 credits.

SOC 307. Criminology and Penology

A study of the nature and cause of crime and of the methods of dealing with adult offenders. 3 credits. Fall.

SOC 308. Juvenile Delinquency

Problems and causes of juvenile delinquency; legal and social considerations; medical, psychological and psychiatric aspects; needs and functions of the Juvenile Court; methods of treatment of delinquents. 3 credits. Spring.

SOC 314. Sociology of Religion

A sociological analysis of the relationships that exist among religions, societies and individuals. The course will also develop a social scientific perspective in order to study the various systems of beliefs and practices that people have developed to understand the ultimate problems of human life. 3 credits.

SOC 320. Social Psychology of Addictions

An introduction to, and application of, social psychological theory and practice to the processes of chemical addiction. Attention is focused on the subtle transformations that help the addicted person define his or her muddled life as standard. Possibilities of addressing some of the issues of dependency are considered. Sociology Majors only. 3 credits.

SOC 321. Social Media and Society

or better and for worse, life has changed rapidly due to the rise of modern communicative technologies. These changes take place at the domestic and global level, changes which influence both individuals and society. This course will use classical and contemporary theoretical perspectives for the purposes of understanding how social media alters both the macro and micro processes within the social landscape. Course materials will address contemporary issues and transformations of culture and institutions that are in many ways the product of technological expansion and the rise of mediated interaction patterns that are found everywhere in modern society today. Special attention will be paid to the overarching themes of how mediated communication patterns relate to the transformation of social institutions and organizations as well as to cultural production and consumption, communities, socialization, and selfhood. 3 credits.

SOC 327. Population Analysis

An introduction to population theories and a survey of world population trends with some focus given to demographic phenomenon in the United States. 3 credits.

SOC 401. Marriage and the Family I

In what sense is the family a natural building block of all societies? Is marriage a privileged relationship marked by intimacy and sexual fidelity in most societies? Do men and women

observe a similar division of duties in the household everywhere? This course looks at selected examples of these institutions in cultures that have been until recently unrelated to our own, and at the development of marriage and the family in Western society prior to the modern era, in order to answer these and other related questions. 3 credits. Fall.

SOC 407. Sociology of Education

The basic thrust of this course will be found within the sociological frame of reference. The school, the formal instrument of education, is emphasized. Stress will be placed upon social change, value conflicts and the learning implications resulting from various social processes. Such factors as age, race, ethnicity, residence of students and teachers and the social structure of the community will be analyzed for the part they play in the learning process. 3 credits. Fall of even years.

SOC 408. Health and Illness

Sociological conceptions of health and illness are analyzed. The medical hospitals, medical school, nursing schools, mental institutions and their operation are examined in relation to the values of health personnel and patients. Sociological implications of rehabilitation practices in physical and mental illness are discussed. 3 credits. Spring.

SOC 412. Senior Seminar

Prerequisites: Sociology 206, Sociology 207, and Sociology 208. 3 credits. Fall and Spring.

SOC 413. Minorities in the United States

This course describes some of the principal aspects of intergroup relations in the United States. It is a synopsis and evaluation of what sociologists and other social scientists have learned about America's minorities, the nature of prejudice, the extent of discrimination and the reactions of minority group members to differential treatment. 3 credits. Spring.

SOC 420. Special Topics in Criminology

An intensive study in a particular area or topic in Criminology or its applications. The content of the course will be announced prior to the semester in which it is offered. The course may be retaken if the content has changed. 3 credits. On occasion.

SOC 430. Advanced Reading Course

This course is based on the belief that the outstanding student should be encouraged to do independent study to obtain a mature knowledge in a chosen field in the last year of the undergraduate program. The objective of this course is to enable sociology majors as they complete their undergraduate program to renew their grasp of the essential concepts and issues as seen through the eyes of recognized authorities, and to appreciate and comprehend the gamut of human relations as an integrated whole. 1-3 credits. On demand.

SPANISH (SPAN)

SPAN 101-102. Elementary

The fundamentals of Spanish grammar and structure. Seeks to develop language proficiency through communicative methods and culturally oriented materials. Prerequisite for 102: 101, equivalent, or permission of instructor. 6 credits. Fall and Spring.

SPAN 201-202. Intermediate

Intermediate-level Spanish grammar with reading, practice in conversation and language analysis of selected literary texts and cultural materials. Prerequisite: 102 and 201 respectively, equivalent, or permission of instructor. 6 credits. Fall and Spring.

SPAN 202S. Spanish

Study abroad in Salamanca, Spain. This immersion program is offered at the end of the spring semester at the Colegio de Espana. Students receive six SBU credits for any Spanish intermediate or upper-level courses. There are cultural excursions to enhance this unique educational experience. 6 credits.

SPAN 301. Conversation and Composition I

Developing competence through conversation, composition, and reading. Special emphasis on literary texts and cultural materials. Prerequisite: 202, equivalent, or permission of instructor. 3 credits. Fall.

SPAN 302. Conversation and Composition II

Continued enhancement of conversation, composition, and reading, with particular emphasis on culturally oriented topics. Prerequisite: 202, equivalent, or permission of instructor. 3 credits. Spring.

SPAN 303. Advanced Grammar and Composition

Advanced language study stressing composition, conversation and a comprehensive review of Spanish grammar. Prerequisite: 301, equivalent, or permission of instructor. 3 credits each. Spring.

SPAN 305. Latin American Culture and Civilization I

A study of the cultural and social life of pre-Columbian Latin America, continuing with the political, social and cultural changes brought about by colonization and nationalization. 3 credits. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 307. Latin American Culture and Civilization II

A study of Latin America, its social, political and cultural institutions in the 20th century, including major cultural issues and changes in modern Latin American societies. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 309. Spanish Civilization and Culture

A study of the Spanish character and Spain's major contributions to world civilization from the past to the present. It traces Spain's cultural evolution from early invasions: Celts, Goths, Visigoths, Iberians to Jews, Moslems, and Christians cultures in Medieval Spain with their traditions, customs, art, gypsy cultures dance and music to Spanish Civil War, the Franco Regime, and the Spanish transition to democracy. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 324. Latin Am Lit In Translation

Offered in English, this course is designed to expose the reader to the major authors of the Latin American canon. Representative authors will include: Gabriel Garcia Marquez, Pablo Neruda, Jorge Borges, Mario Vargas Llosa, Isabel Allende among others. Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits.

SPAN 335. Special Topics in Spanish: Language

Directed reading and research in topics dealing with the language and grammar of Spanish. May be taken more than once for a maximum of 6 credits. On occasion.

SPAN 401. Survey of the Literature of the Middle Ages

An introduction to a variety of texts, both canonical and non-canonical, of the Spanish Middle Ages. Major historical events and cultural influences affecting the Iberian peninsula from 711-1492 are closely examined, in tandem with the literature. Genres include the lyric, epic and popular poetry, early drama, and short prose, with an emphasis on the exempla. Relevant literary theory is taught as required, along with techniques in critical analysis, to elucidate key concepts. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 402. Survey of the Golden Age of Literature

An introduction to various canonical and non-canonical works of the 16th and 17th centuries, including poetry, drama, short prose, and the early novel. Principal authors include Santa Teresa de Ávila, María de Zayas y Sotomayor, Luis de Góngora y Argote, Garcilaso de la Vega, Félix Lope de Vega, Tirso de Molina, Pedro Calderón de la Barca, Fray Luis de León, Miguel de Cervantes, Baltasar Gracián, San Juan de La Cruz, Francisco de Quevedo, and García Rodríguez de Montalvo. Some literary theory is taught, as relevant, as are approaches to critical analysis. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 403. Survey of XIXth and XXth Century Literature

A study of major authors, works, trends, and movements from the Romantic Period to the 20th century. Includes selective writers such as Zorrilla, Bécquer, Galdós, Pardo Bazán, Valera, Valle-Inclán, Benavente, García Lorca, Jiménez, Matute, Rivas, and others. Prerequisite: 303, equivalent, or permission. 3 credits. On occasion.

SPAN 407. Survey of Latin American Literature I

An introduction to the principal authors, works and movements of Latin American literature from PreColumbian literatures to Modernism. Includes writers such as Las Casas, Ercilla, Inca Garcilaso de la Vega, Sor Juana Inés de la Cruz, Hernández, Martí, Darío, and others. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 408. Survey of Latin American Literature II

An introduction to the principal authors, works, and movements of Latin American Literature from "Post Modernismo" to the present. Includes writers such as Mistral, Paz, Neruda, Vallejo, Borges, García Márquez, Vargas Llosa, Cortazar, Poniatowska, Allende, and others. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 413. Seminar in Spanish

Professional Semester. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. May be taken more than once. On occasion.

SPAN 415. XXth Century to Contemporary Spanish Literature

A detailed study of recent Peninsular Literature and its various genres (novel, short story, poetry, and drama) from the twentieth century to the present masterpieces of famous writers such as Lorca, Unamuno, Guillén, Alexandre, Matute, Cela, Goytisolo, Laforet, Martin Gaité, Sastre, Montero, and other authors will be discussed and examined. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 416. Golden Age Spanish Prose

A detailed study of representative prose from Spain's celebrated Siglo De Oro. In addition to reading examples of picaresque and pastoral novels, (Lazarillo de tormes; La Diana) prose works of Cervantes as well as leading Spanish mystics (e.g. Santa Teresa de Jesus, San Juan de la Cruz) will be read. Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 419. Contemporary Hispanic Literature & Film

Analysis and appreciation of selected contemporary Hispanic literary works, their film adaptations, and their social and cultural contexts. 303, equivalent, or permission of instructor. On occasion.

SPAN 425. Generation of 1898

A detailed study of the novelist, poets, playwright and philosophers who characterized the fitful intellectual generation post Spanish-American War. Representative authors include Unamuno, Azorín, Machado,

Baroja and Valle-Inclán Prerequisite: 303, equivalent, or permission of instructor. 3 credits. On occasion.

SPAN 435. Special Topics in Spanish: Literature and Culture

Directed readings and research in topics dealing with Hispanic cultures and literatures. May be taken more than once for a maximum of 6 credits. On occasion.

SPAN 450. Comprehensive Exam

Students who are graduating with a major in Spanish must register for this course in the semester of their official graduation. Students who are majoring in Modern Languages must register for this course if Spanish is their primary language. Registering in this course will enable students to take the required Comprehensive Exam. A grade of 75% will be necessary to pass the exam and the class. 0 credit.

Spanish Courses in Translation

SPAN 322. Spanish Literature in Translation

Offered in English, this course introduces the principal works of major novelists, poets and playwrights from 1700 to present day, including representative authors such as Unanmuno, Machado, Garcia Lorca, Laforet, Matute and others. No previous knowledge of Spanish is required. Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits.

SPAN 324. Contemporary Latin American Literature in Translation

Offered in English, this course is designed to expose the reader to the major authors of the Latin American canon. Representative authors will include: Gabriel García Márquez, Pablo Neruda, Jorge Borges, Mario Vargas Llosa, Isabel Allende among others. Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits.

SPAN 325. Hispanic Women Writers

Offered in English. Students will study literature written by women in the Hispanic world from the past to the new millennium. Selected works will be approached from historical, literary, social, and political perspectives for a critical modern understanding of women's roles, issues and

their contributions to the humanities in the past and in contemporary Hispanic societies. Can be taken for credit by majors and minors as the one department course in English allowed. 3 credits. On occasion.

SPECIAL EDUCATION (SPED)

SPED 230. Introduction to Special Education

Introduction to Special Education is a required course for all elementary and physical education majors working toward teacher certification. This course surveys the major areas of exceptionalities as defined under the Individuals with Disabilities Education Improvement Act (IDEIA), Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). 34CFR Part 300 (Federal) and Part 200 (State) laws and regulations, legal definitions, and historic litigation are discussed. Identifying characteristics, etiologies, and the prevalence of each exceptionality within IDEIA are explored along with the types of educational instruction, supports, adaptations and classroom management skills needed for students to achieve success. Pre-referral alternatives, referral systems, multi-disciplinary team composition and responsibilities, the Individual Education Plan and Individual Family Service Plan processes, placement procedures, various service delivery systems and family issues will also be examined. Cultural diversity and language issues are explored through a peer collaboration and co-teaching exercise and research paper during the course of the semester. Field Component 15 hours observation. 3 credits. Fall, Spring. 3 credits. Fall, Spring.

SPED 340. Classroom and Behavioral Management

In this course students are introduced to principles of behavior and classroom management for heterogeneous classrooms. Emphasis will be placed on instructional, whole group and individual intervention techniques. Communication functions of problem behavior, social skills instruction and legal and ethical issues are also addressed. Prerequisite: Concurrent enrollment in Field Block I. 3 credits. Fall, Spring.

SPED 430. Assessment and Assistive

Technology for Children with Exceptionalities
The course content is designed to provide an overview of the continuum of assessment procedures for designing academic programs for students with mild/moderate disabilities. A variety of assessment strategies, including authentic assessment and curriculum-based assessment, along with criterion-referenced tests and norm-referenced tests are introduced. Alternative testing procedures and communicating assessment results to parents of a child with exceptionality are also considered. In addition, students will develop skills in conducting an assessment of assistive technology needs and implementation of an assistive technology plan. Prerequisite: Enrollment in dual certification program. SPED 440. 3 credits. Fall, Spring.

SPED 440. Curriculum Adaptation and Instruction for Students with Special Needs

This course examines alternative organizational strategies for integrating students with disabilities into regular education settings. Students learn the roles of special education personnel in successful inclusion efforts and review procedures for promoting interactions of students with exceptionality and their regular education peers. Additionally, curriculum adaptations to promote learning for all students are addressed. 3 credits. Fall, Spring.

SPED 450. Advanced Teaching Methods for Students with Disabilities

The course focus is on characteristics of and educational implications for individuals with severe and/or multiple disabilities. Students develop skills and strategies in positioning, behavioral supports, teaching self-care skills, functional academics, and transitional and vocational programs. Taken concurrently with Field Block 2. Prerequisite: SPED 440. Enrollment in dual certification program. Twenty-five (25) hours of field experience required. 3 credits. Fall, Spring.

SPED 451. Research-based Service Learning in Disabilities Studies

For this community-based learning course, students will contract with the professor to participate in a socially significant learning experience with or on behalf of children, youth, or adults with significant disabilities. The course is approached from a critical,

disabilities studies perspective. Service learning experiences facilitating inclusion of individuals with disabilities in school and community life are especially valuable. 1 credit.

SPED 460. Communication and Collaboration Skills for Educators

This course centers on the development of competencies in communication and collaboration. Those skills necessary for fostering successful integration and full inclusion of students with disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. Concurrent with student teaching. 3 credits. Fall, Spring.

THEOLOGY (THEO)**THEO 200. Comparative Religion**

Among the many questions that confront the student of religion today, the most challenging is religious pluralism. There are several questions that must be dealt with here: Do we study other religions merely to satisfy our own curiosity, or is there a deeper dimension to this effort? Is it possible that our faith might be deepened by an awareness of the spirituality expressed in other religions, or does such an awareness shake our faith to its very foundations? This course takes a close look at these and similar questions and attempts to find meaningful answers and responses. The course also examines key aspects of various world religions in an effort to reach a deeper appreciation of the spirituality of humankind. 3 credits.

THEO 203. Islam: Religion and Culture

This course examines the world's second largest religion according to its three major dimensions, namely, Islam (practices), Iman (faith), and Ihsan (integration and expression), as well as a historical dimension. Topics include the social and religious climate in pre-Islamic Arabia and the eastern Mediterranean, the life of the Prophet Muhammad, the history of the Islamic community, and the beliefs, practices and spirituality of Islam. The culture of Islam, as expressed by the arts, will also be examined. Contemporary social and political issues that face the international Muslim community are also considered. Prerequisite: CLAR 206. 3 credits. Fall.

THEO 205. Myth and Culture

Why do myths play such an important role in human culture? This course introduces students to a variety of methods for understanding the role of myths in religious communities and in modern secular culture. The bulk of the course is devoted to an examination of the major classical and contemporary theories of the meaning and interpretation of myths (anthropological, structuralist, psychoanalytical, etc.), with examples drawn from a variety of cultures both ancient and modern. 3 credits.

THEO 222. Religion and Politics

Should religion be kept out of politics, or does religion have a vital role to play in political life? This course explores the influence of religion in American politics from the Plymouth Fathers to the present, with special attention to the contemporary scene. Issues to be considered include the changing place of religion in American political history, the meaning and interpretation of the religion clause of the First Amendment, the tensions between majority and minority religious and political ideologies in America, the secularist impulse in American political life, and the rise of the "Religious Right." 3 credits.

THEO 228. Religion and Film

Religious films and films with religious themes have been around since the beginning of the cinema industry. This course will look at examples of film art that also fit into the category of religious film. Films are chosen for their value in addressing broad religious topics, not just because they carry a religious theme. Topics that might be covered include devils and angels, Jesus films, religious life, saints, and being Catholic. 3 credits.

THEO 230. Faith and Doubt

Modern secular culture has raised many questions for religious faith. Traditional views of God have been challenged from a variety of directions, and the idea that one should submit one's life to a higher power runs counter to contemporary ideas about human freedom and psychological well-being. This course will examine recent critiques of belief in God and the nature of faith in order to clarify what might be required of an intelligent faith in God today. 3 credits.

THEO 245. Christian Ethics

What does it mean to think and live as a Christian in today's world? How does one decide? This course will explore some of the answers that Christian thinkers have given to such questions. The investigation will include an examination of selected moral and theological problems such as abortion, poverty, war and racism. 3 credits.

THEO 252. Christian Spirituality

Judaism, Christianity and Islam share a common spiritual heritage, but each religion has developed its own unique understanding of the way humans should approach and experience God. This course examines the mystical traditions and practices of Judaism, Christianity and Islam as expressed in their Scriptures and the writings of later spiritual leaders. 3 credits.

THEO 255. Prayer: A Contemplative Theological Inquiry

This course deals with the philosophical possibility and theologically claimed reality of a relationship (prayer) with the Mystery that is referred to with the word "God." After consideration of relevant fundamental theological reflections it will consider the nature of prayer, contemplative prayer, Franciscan prayer, and prayer in the light of evil and suffering. A visit to the Mt. Irenaeus Franciscan contemplative community is offered as a co-curricular activity of the course. 1 credit.

THEO 257. Spirituality and Aging

This course examines how spirituality, religiosity and faith are vital aspects to the lives of many elderly in America. Key questions are: how is "spirituality" differentiated from "faith" or "religiosity"? How is aging to be understood in respect to religious traditions? Is aging itself a spiritual/religious process? Can there be non-religious as well as religious forms of spirituality? How is gender related to aging and spirituality? Are there "natural" limits to human life from a religious/spiritual perspective, and if so what do they say to medical-technological drives to extend human life indefinitely? How does the allocation of medical resources to the care of the elderly raise questions of social justice with the Catholic tradition and more widely? How do

views of an afterlife affect care for and communication with the elderly? 3 credits. Spring.

THEO 261. Jesus Through the Centuries

Jesus of Nazareth is not only the theological center of the Christian faith but also the pivotal figure in the history of Western civilization. Debates over who he was and what he sought to accomplish have engaged the best minds of generations, and conflicts over these questions have divided nations and led to bloodshed. This course will explore the diverse and sometimes opposing views that Christians have held about Jesus over the centuries. Prerequisite: CLAR 206. 3 credits.

THEO 263. Sacraments

What is a sacrament? Why are sacraments so important in the spiritual life of the church? This course examines the theological basis of the sacramental system and presents a survey of the sacraments as celebrated in Christian churches. Included in the course is a study of symbols, rituals and the psychosocial dynamics of sacramental celebration. 3 credits.

THEO 265. Global Catholicism

This course explores the different forms that the Catholic church has taken as it has adapted to diverse cultures around the world and attempts to unpack the idea of "catholicity" for our contemporary time. It introduces the student to a variety of issues facing Catholic Christians that arise in the contemporary context of globalization. Contemporary sensitivity to the categories of culture, identity and location is responsible for a vital creativity evident in contributions by various current catholic thinkers and theologians. Prerequisite: CLAR 207. 3 credits.

THEO 299. Special Topics in Theology

An intensive study of a topic or issue not usually addressed in other courses offered by the department. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 307. Christian-Muslim Relations: Past, Present & Future

This course examines the historical, social and theological dimensions of Christian-Muslim

relations from the advent of Islam to the current day. The first part of the course addresses questions such as: How have Christians and Muslims viewed each other's faiths over the centuries? To what extent have their relations been characterized by harmony and cooperation, or by strife and discord? How have these relations changed and why? In the second part, we examine contemporary theological questions, perspectives, and debates arising from this historical interaction. We will also address inter-religious dialogue in the United States, and the future of Christian-Muslim relations. Prerequisite: THEO 202. 3 credits. Spring.

THEO 323. Religion and Science

Do science and religion offer competing or complementary understandings of the material world? This course explores the historic and contemporary relation between scientific and religious views of reality. Issues to be addressed include the origins of the universe ("Big Bang" cosmology), the nature of the physical universe (quantum mechanics, chaos theory), the origins of humanity (evolutionary theory), and the basis for moral conduct (sociobiology). 3 credits.

THEO 324. Religion and Race

Religion has played a key role in the development and support of racist beliefs, attitudes and institutions in the Western world. But religion has also been a powerful tool for combating racism. This course will examine both sides of this troubling aspect of Western religious history, with special attention to groups like the Ku Klux Klan and Black Muslims that explicitly link race and religion. Substantial attention will also be given to current scientific and sociological thinking on the subject of race. 3 credits.

THEO 325. Religion and Art

The arts have been an important channel of religious expression from the ancient cave dwellers to the present. This course examines the role played by the arts in the Christian tradition and the modern secular world. The first part of the course focuses on the varied uses of music, painting, sculpture, etc., in the life and liturgy of the church, including theological interpretations of the role of art in liturgy. The second part examines the spiritual power of contemporary secular forms of art. 3 credits.

THEO 326. Religion and Science Fiction

Science Fiction is one of the most popular entertainment genres today. Good SciFi movies or books project from the present to the future, thus not just revealing hidden utopian or dystopian expectations but also the cultural values of the time they were produced in. In addition, many SciFi works have a hidden eschatology. In this class, we will reveal those hidden religious metaphors and compare them with the theories and dogmas of Christian and Jewish theologies. We will explore such fundamental religious questions as what does it mean to be human, what is the ultimate nature of the universe, and theodicy. In addition to class we will meet once weekly to watch SciFi movies. 3 credits.

THEO 327. Religion and Terrorism

The September 11, 2001, attacks on the World Trade Center buildings in New York City and the ensuing “war on terror” have heightened public awareness of the often close link between religion and violence. This course will explore the complex and disturbing relationship between religion and violence in various religious traditions. Primary attention will be given to the actions of non-governmental entities, but the course will also look at ways in which governments have used religious arguments to support acts of violence. The course will also examine ways in which religion might be used to reduce the amount and severity of religious and political violence in the contemporary world. 3 credits.

THEO 333. Contemporary Catholic Thought

The 20th century was arguably the most creative period in Catholic thought since the era of the great scholastic theologians of the Middle Ages. As it enters its third millennium, Catholic theology is marked by a many-faceted richness and vitality. This course investigates the central ideas and concerns of key twentieth century thinkers who have shaped the understanding of Catholic faith within contemporary cultures. Prerequisites: CLAR 206 and 207. 3 credits.

THEO 345. Catholic Social Thought

The course will introduce students to what has been called the greatest secret of the Catholic Church – its social teaching. Students will begin by exploring the historical and religious origins of the basic principles of Catholic Social Thought – the sacredness of human

life, and the dignity of the human person. They will learn how that teaching has been articulated in Church documents, and has found expression in the Church and in secular movements. Ultimately, the course is not just another academic offering, but an integral part of the mission of the University. It is a key component of the University’s response to the Church’s call for a fuller integration of the Church’s social tradition into the mainstream of Catholic education. The course will help demonstrate the University’s commitment to human life, human dignity, and human rights. Prerequisites: CLAR 206 and 207. 3 credits.

THEO 348. Health Care Ethics: Faith and the Human Life Cycle

This course introduces students to and acquaints them with the ways in which religious convictions and practices shape understandings of health and wholeness and, concomitantly, how health care should be administered to all in a just, right and equitable manner as people created in God's image. Questions of social justice and allocation of limited resources, especially to vulnerable populations like the elderly and the poor are considered. Specific ethical issues are treated within the purview of a spiritual/religious vision of human beings. 3 credits. Every other Fall.

THEO 349. Issues in Christian Ethics

This course will examine how Christian ethical principles can be used to analyze a particular ethical problem. The content of the course will be announced in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 357. Merton’s Heart: The Journey and Thought of Thomas Merton

Thomas Merton, a one-time faculty member at St. Bonaventure, was one of the most influential spiritual writers of this century. This course takes students on a journey through the life and writings of Thomas Merton. The course includes an analysis of Merton’s theological reflections on contemplative religious experience and his prophetic approach to social problems that arose out of his contemplative awareness. 3 credits.

THEO 359. Special Studies in Spiritual Traditions

An intensive study of a particular issue or thinker in historic or contemporary spirituality. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 362. Francis and the Franciscan Tradition

The spiritual movement initiated by Francis of Assisi has played a key role in the spiritual and intellectual life of the Catholic church from the Middle Ages to the present. This course will examine the life of St. Francis and his impact on the church and the world. The course will also look at some of the great Franciscan scholars like St. Bonaventure in order to explore the influence and applications of Franciscanism to the modern world. 3 credits.

THEO 366. Franciscan Theology for Today

Is Franciscan Theology still relevant today? The course will examine such Franciscan theologians as Alexander of Hales, Bonaventure, Duns Scotus and Peter John Olivi in comparison with modern and contemporary theology and philosophy to answer the following questions from a Franciscan perspective: Is theology a true science? What is God and how is God related to the world? How does the Trinity make any sense? What's so special about the person of Christ? What is more important to us: the will or the intellect? What does the Holy Spirit have to do with history? What does theology have to do with socio-economics? The course will be based around discussions of most interesting topics and will feature several guest speakers. 3 credits.

THEO 368. Body, Sex and Sacrament

The Christian tradition has always been uncomfortable discussing issues pertaining to the body and sexuality. Why should this be? This course examines the reasons for this discomfort and offers a more positive assessment of "embodiment" as a vital aspect of Christian theology and spirituality. The course will include a constructive interpretation of Catholic teachings about ritual and sacraments, the incarnation of Jesus and human sexuality. 3 credits.

THEO 374. Women and the Bible

The Bible was written by, for, and about men. As a result, it reflects the ideas, judgments, and worldviews of men. This course examines how this male-centered perspective affects the way women are portrayed (or more often ignored) throughout the biblical record. The contributions of women to the social and religious life of ancient Israel and the early Christian church are regularly downplayed in these writings, and negative images and stereotypes of women abound. The few women who are honored for their accomplishments are notable exceptions to the rule. 3 credits.

THEO 382. Foundations of Religious Education

Educational theories have sparked a variety of approaches that have been applied to the ministry of religious education. This course explores some of the key theoretical models of religious education and evaluates the strengths and weaknesses of each approach. This course, while exploring some of the key theoretical models of religious education, will focus substantially on pastoral experience, and how the model of religious education in pastoral situations is more a collection of approaches than merely one type of approach. 3 credits.

THEO 385. Special Studies in Religious Education

An intensive study of a topic or issue pertaining to religious education. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed.

THEO 399. Special Studies in Theology

An intensive study of a topic or issue not usually addressed in other courses offered by the department. The topic of the course will be advertised in the course schedule prior to the semester when it is offered. The course may be taken more than once provided the content has changed. 3 credits.

THEO 430. Theological Methods

Contemporary theologians use a variety of methods as they seek to conceptualize and communicate the Christian faith in an increasingly pluralistic world. This course will survey a variety of contemporary approaches to theological reasoning through an

examination of key themes and issues.
Prerequisite: CLAR 206 and 207; junior or senior standing. 3 credits.

THEO 460. History of Christianity

For much of the last 2,000 years, the history of Western civilization has been framed around the history of the Christian church. This course surveys the history of Christianity from the Apostolic Fathers to the modern era. Attention will be given to the social, institutional and intellectual aspects of the Christian faith. Prerequisite: CLAR 206 and 207; junior or senior standing. 3 credits.

THEO 470. Contemporary Biblical Interpretation

Theologians and biblical scholars have subjected the Bible to rigorous critical investigation since the rise of the historical-critical method in the 18th century. This course examines the tools and methods used by contemporary scholars in their studies of the Bible, with an emphasis on more recent developments. Students will learn to use the tools and methods of modern scholarship through the study of selected texts from the Hebrew Bible and Christian Scriptures. Prerequisite: CLAR 206 and 207; junior or senior standing. 3 credits.

THEO 490/491. Readings in Theology—Independent Study

Under the guidance of a professor, the student will pursue an advanced research project that involves significant reading and writing. 1-6 credits.

THEO 495. Internship

Students may earn academic credit while working in a religious organization under the supervision of both an on-site director and a faculty member who will assign and evaluate reading and writing assignments appropriate to the experience. Students are responsible for arranging their own internships in advance of the semester for which academic credit is sought. All internships must be approved by the department. Open to juniors and seniors. 1-3 credits.

THEO 498. Seminar in Theology

An integrative capstone course for theology majors and minors. The course will explore a particular topic, theme, issue or author from a variety of theological perspectives. The topic

of the course will be advertised in the course schedule prior to the semester when it is offered. The course is required of all senior theology majors. Prerequisite: senior theology majors or minors or permission of the instructor. 3 credits.

THEATER (THTR)

THTR 101. Introduction to the Theater

This survey course traces the development of theater production and performance through scripts and audiovisual documentation. The perspective is global and includes theater from Asia, Africa, and Latin America as well as Europe and the U.S. Various styles of acting and directing are discussed, as is the development of various methods of staging and stage technology. The “who, how, what, when and why” of theater. 3 credits. Every semester.

THTR 130. Stagecraft and Theater Technology

This course is a lab in basic theater technology — set building, painting and finishing; lighting, sound, effects, prop making and maintenance, and costume. Emphasis is on participation and completion of lab assignments developing and implementing sets, props, and lighting for SBU Theater productions. 3 credits. Odd springs.

THTR 201. Acting in Character

This is a lab course in creating characters for stage and other media in the body, mind and voice using exercises, monologues and some limited scene work from a variety of plays and other media. Emphasis is on increasing the individual student actor’s awareness and reactions to the emotional elements of character in monologues and two-person scenes. Memorization and rehearsal outside class are required. 3 credits. Even Falls.

THTR 211. History of American Theater

A survey of American theater performance and playwriting from early colonial works to the present, emphasizing the developments in the 20th and 21st centuries, including video and film versions of theater texts, and, when possible, trips to see area productions. 3 credits. Odd Springs

THTR 212. History of European Theater

This course is designed to survey the texts and theatrical production methods and “isms” of European theater from the Renaissance to the

present, with emphasis on post 19th-century production developments and texts. We'll read play texts, watch several videos and filmed versions of plays, and, when possible, take trips to see area productions and discuss the history and nature of various genres of European theater, and its influences on society in a theatrical context. 3 credits. Odd Falls.

THTR 230. Theatrical Design

This course is designed to teach the elements and history of set, lighting, costume and sound design and to afford students the opportunity to develop and design in a simulated or actual production setting. The student will learn to collaborate with the director in designing effective and creative elements that support the production concept, the actors and the text. 3 credits. Even Falls.

THTR 299. Production Practicum in Theater

Credit for student work in faculty-directed SBU Theater season productions in tech and on-stage performance. Student must successfully audition or interview for SBU Theater production at the beginning of the semester and complete all required rehearsal/run assignments and shop hours. May be repeated for credit. 1 credit. Every semester.

THTR 301. Acting in Ensemble

This is a lab course in creating characters for stage and other media using ensemble exercises and scene work for multiple actors from a variety of plays and other media. Emphasis is on increasing the student actor's awareness and reactions to the emotional give and take and changing relationships within scenes involving more than two actors. Memorization and rehearsal outside class are required. 3 credits. Odd Falls.

THTR 333. Acting for the Camera

This is a lab course in developing the specific skills needed to create character for the camera. Emphasis is on in-class scene and monologue work, and exercises designed to work specifically for the camera. Memorization and rehearsal outside class are required. 3 credits. Even Springs.

THTR 334. Acting Style and Movement

A lab course designed to help the student actor develop the techniques used in creating

character for various genres of theater--farce, Restoration and 18th century, high comedy, Shakespeare, et. al. Emphasis on period movement, use of props, gesture, and integration of character with text.

Memorization and rehearsal outside class are required. 3 credits. Even Falls.

THTR 335. Voice and Diction for Actors

A foundation lab course in developing safe and effective techniques for voice production in character. Emphasis on healthy projection, clean articulation, control of regional dialects, and finding the emotional voice in the text through sonic exploration. Memorization and rehearsal outside class are required, as is the practice of vocal exercises. 3 credits. Odd Falls.

THTR 379. Special Topics in Theater

This course is designed to provide the theater major or minor the opportunity to explore aspects of theatrical production and scholarship of special interest to the student. Typical offerings have included makeup and hair, scene painting, professional practices, etc. 3 credits. Spring.

THTR 401. Directing

A course in the basics of directing for the stage including dramaturgical research and text preparation, character analysis, developing a ground plan, dealing with set and light design, blocking, auditioning, and rehearsing. In-class scene work allows students to direct each other and develop skills collectively. Outside rehearsal may be required. Memorization and rehearsal outside class are required. 3 credits. Odd Springs.

THTR 412. Shakespeare in Performance

This course is designed to explore the techniques and historical approaches to performing and producing Shakespeare's plays on stage and in the cinema. The goal is to help the student understand the practical and aesthetic differences between reading a Shakespeare play and doing one. Acting and design elements are discussed and demonstrated through in class viewings of filmed and live performances, and possible field trips to view Shakespeare productions. 3 credits. Can be taken as Honors course. On occasion.

THTR 499. Senior Capstone in Theater

This course is designed to provide the senior theater major the opportunity to demonstrate proficiency in aspects of theatrical production and scholarship through research, rehearsal, written documentation, and performance/presentation. The course culminates in a public production presentation with evaluation by the theater faculty. The course encompasses the full breadth of undergraduate education in theater and consists of scheduled meetings with professors, extensive research and rehearsal times, extensive written support documentation of research, conceptualization and process, and the final presentation/performance itself. Student should consider this course the most rigorous in the undergraduate theater curriculum and work accordingly. Majors only. Final Fall or Spring. 3 credits.

VISUAL ARTS (VA)**VA 101. Art and Its Appreciation**

This introductory course is designed to give the student a working understanding of the meaning of art and its influence and application in our lives. Thorough attention will be given to the problems of artistic expression, content and form in two- and three-dimensional works of art. By examining the role of the artist we study arts implications, influences, visual language and interpretation by contemporary society. Periodically, original works of art from the St. Bonaventure University art collection will be used to develop the student's critical awareness of individual discernment when engaged with the visual arts and images. 3 credits. Spring.

VA 111. Drawing I

This course is designed as an introduction to the creative process and its function for expression through the visual arts. All drawing media will be treated as a means of developing powers of observation, technical skills and understanding of the formal aspects of line, space, form, perspective, value, design and composition. Image surveys and group critiques will be included to further the student's understanding of the visual language of art. (formerly FA-465) There is an additional

course fee, commensurate with the materials provided for student production. 3 credits. Fall.

VA 121. Painting I: Introduction

This course offers an introductory experience, both theoretical and pragmatic, into the nature and varied purposes of painting. Mediums explored will include acrylic on canvas and watercolor and mixed-media on paper. The emphasis will be on discovering the properties and expressive components of composition, value, color and content. The formal elements of art as visual language will be approached through objective and non-objective means. Preparatory and conceptual studies in drawing media will be included. There is an additional course fee, commensurate with the materials provided for student production. Fall. 3 credits.

VA 131. Sculpture I

This studio-oriented course will introduce students to the theories and processes of sculpture. The course will emphasize three-dimensional design theory, terminology, principles, and techniques. Class participants, therefore, will learn to recognize the sources of design, apply the elements and principles of design, research the potential of various design media, critique designs using design terminology, and analyze design choices in problem solving. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: VA 162. 3 credits. Fall.

VA 151. Printmaking I

This course will introduce students to the printmaking techniques of monotype, linoleum block, wood block, collagraph and silk-screen. Students will also learn how to prepare their prints for presentation. There is an additional course fee, commensurate with the materials provided for student production. No prerequisite. 3 credits. On occasion.

VA 161. Two-Dimensional Design Studio

Design means to plan, to organize. The design student plans the arrangement of elements to form a visual pattern. Through a series of visual problems developed by the student and instructor, the student will be required to depict creative visual specific solutions using the design process. The student's creativity will be enhanced through his/her originality,

imagination and ability to resolve visual problems with unusual solutions. 3 credits. Fall. No prerequisite.

VA 162. Three-Dimensional Design Studio

This is an introductory course concerning the conception and production of three-dimensional art. Students will be given design problems to solve with readily available materials and basic techniques. Students will explore the aesthetic and practical considerations of working in the round. 3 credits. Spring.

VA 171. The Imaging Journal: Creative Renewal and the Inward Journey

The healing qualities of both journal writing and image making are joined together in creating an Imaging Journal. The intimacy of the sketchbook format allows images to surface from memory and imagination. Guided explorations in monotype, watercolor, and collage offer an enriched form of language. Experiments in design, color, composition, sequential imaging, visually expressive text, and artists' methods and materials are included. This course may be especially useful for students contemplating vocations such as fine arts, graphic design, education, theology, expressive therapies and the healing professions. No prior art skills are required. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. On occasion.

VA 181. Black and White Photographic Images

This introductory course engages and investigates the aesthetic qualities of the black and white photographic image including design, composition, positive/negative space, tonal elements, line, and texture. The course addresses issues of content and subject matter through a survey of several master photographers that will involve student research. Students will also explore aesthetic principles by shooting several rolls of black and white film documenting the particularity of their own lives at St. Bonaventure University and aspects of the neighboring communities. No prior experience is expected. No prerequisite. 3 credits. On occasion.

VA 211. Drawing II

This course is designed as a continuation of Drawing I. Students will further develop their

technical skills and understanding of the drawing medium. Color will be introduced to the student with emphasis on life and figure drawing. Image surveys and group critiques are an integral part of this course. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: Drawing I. 3 credits. Spring.

VA 221. Painting II: Intermediate

This course offers theoretical and pragmatic explorations in painting on an intermediate level allowing students to choose acrylic paints or to engage in a special focus on the use of oil paint. Advanced representational and expressive investigations into selected content such as still life, portrait, figure, landscape, and abstraction will be engaged. A variety of mediums, techniques and methods will be covered including blending, glazing, and dry brush. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: VA121. 3 credits. Spring.

VA 231. Sculpture II

Building on the principles established in VA131, this course will concentrate on the sculptural method of assemblage, using many different materials. The class will exam the art of professional sculptors working in this method. Students will make presentations on the work of these sculptors as well as creating sculptures inspired by them. There is an additional course fee, commensurate with the materials provided for student production. Prerequisite: VA131 or permission of the instructor. 3 credits. Spring.

VA 321. Watercolor and Aqua Media

This course offers basic introductory explorations of water-based media. Studies in black and sepia inks introduce concepts of value and composition. A variety of approaches and subjects will be explored in full color with watercolors and acrylic inks including still life, landscape, figure, and creative abstraction. Students will assemble a large album of their highest quality pieces. Command of basic techniques and the development of a personal creative vision will be emphasized. Prerequisite: Any VA100-level studio course or portfolio review. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. On occasion.

VA 341. Modern Art and Theory

Modern Art can be confounding precisely because it challenges traditional artistic practices and aesthetic categories. Nevertheless, the immense surge of creative energy unleashed by the innovative techniques and radical aims of the avant-garde are still not exhausted. In this course we examine the development of modern art from its emergence in the 19th century to its dominance in the 20th century. Emphasis will be placed on key artists and movements from the first half of the 20th century responsible for the most distinctive features and claims of the avant-garde. We will also attend to the theoretical implications of these claims for understanding the meaning(s) of artistic modernism. 3 credits.

VA 351. The Figure in Art

This course focuses on the figure as a source of inspiration and investigation into the human form. Students will work weekly directly from a live model supplemented through image surveys and visits to the St. Bonaventure University Art Collection, which is housed in the university's The Regina A. Quick Center for the Arts. Students will undertake a progressive and integrated study in both wet and dry media that will embrace work with gesture, contour, mass, value, proportion and composition. Paraphrase sketchbook studies after master artists will assist the student in an awareness of major figurative works throughout the history of art. No prerequisite, but portfolio review by instructor is advised. There is an additional course fee, commensurate with the materials provided for student production. 3 credits. Spring.

VA 352. Images of St. Francis of Assisi

Franciscan iconography is examined within the context of artistic developments over time, and Franciscan documents that address the curious phenomenon surrounding the representational images of Francis of Assisi. Comparisons of diverse images of Francis will be the focus of our inquiry that reveals a visual history often based in Franciscan literature, yet uniquely aligned with the discipline of secular painting of the time. Post-Reformation images of Francis of Assisi are examined chronologically for content and context as they relate to the continued growth of the Franciscan Order. Iconographical elements of images of Francis that reflect the Franciscan

lifestyle are compared and contrasted with images of the secular world of the same time periods, as secular iconography aggressively exerts its influence and tradition upon Franciscan themes and patronage. 3 credits.

VA 361. Independent Study

Research in selected topics in art. Designed to allow the student to probe areas of specific interest which lie beyond the coverage normally found in regular course offerings. Faculty approval required. 3 credits.

VA 399. Special Topics in Art

This course offers students the opportunity for advanced study in either a discipline currently offered at SBU (e.g., drawing, painting, sculpture, art history, etc.) or in an area not currently covered by existing art courses (e.g., mixed media, performance art, video, etc.) in preparation for graduate studies or the workplace. In the former instance, this course may be taken only after the student has met the core requirements of a particular discipline. Prerequisite examples: VA111 and 211, or VA121 and 221, or VA131 and 231, or VA201 and 202 and 301, etc. 3 credits. On occasion.

VA 411. Senior Seminar/Exhibition

This course will guide students through the steps in preparation of their senior exhibit. The students will also create documentation of their artwork; portfolios, artist statements, papers and résumés. Art contracts and the business of art are also studied. Prerequisite: faculty approval. 3 credits. Fall.

WOMEN'S STUDIES (WS)**WS 101. Introduction to Women's Studies**

A multidisciplinary overview of the language and concepts of the field of Women's Studies. The roles played by society in the construction of images of women will be examined. Feminist challenges to patriarchal structures of exclusion will be analyzed. 3 credits.

WS 106/CULT 106. The Women of Greece

A survey of the status, role, and figure of women in Greek History.

WS 208/HIST 208. History of American Women

This course will examine the history of women in North America from the earliest European

settlements to the present. Women's struggles and contributions will be studied culturally, socially, economically and politically as we examine their work in the domestic sphere, factories, fields and their demonstrations for rights in the streets.

WS 299. Special Topics in Women's Studies

An intensive study of a particular area or topic in Women's Studies. The content of the course will be announced prior to the semester in which it is offered. 3 credits. On occasion.

WS 302/ARTH 302. Women Artists, Then and Now

This course examines the lives, careers, and achievements of women artists and the related cultural environment from the Middle Ages to contemporary times in Europe and America, the feminist movement beginning in the 1970's and specifically feminist issues in art that are becoming widespread in the artistic culture. We will consider women's creative powers as consumers, producers, critics, supporters, objects, and subjects of "art" as expressed in selected examples of studio arts. Specifically, we will be concerned with how women have used art and culture to change their own status and conditions and to remake their worlds.

WS 310/PHIL 310. Special Studies: Feminist Philosophy

In recent decades feminist thought has become vital, even crucial, in the effort to raise questions and challenge prejudices regarding our understanding of sex/gender matters and their multiple ramifications in every area of inquiry. The course surveys the theory and practice of contemporary feminism and the critical perspectives that it brings to bear on moral, social and cultural issues.

WS 313/PHED 313. Women in Sports

This course covers the past, present and future of women and sport, addressing subjects such as women's sports in ancient Crete, industrial league sport for women, biomedical considerations, and psychosocial dimensions of women's sport including sociocultural, political, and economic factors that have led to changes in women in sport.

WS 316/PSYC 316. Human Sexuality

This course will offer a broad view of human sexuality from multidisciplinary perspectives: the psychological, biological, sociological and historical. Topics will include research methods in the area of sexuality, human sexual anatomy, response, motivations, variations, reproduction, and basic sexological vocabulary, gender differences, developmental issues, and current and emerging theories and controversies regarding gender identity, sexual orientation, and the treatment approaches for sexual dysfunctions and other sexual problems. Prerequisite: PSYC 101. Set 1 elective. 3 credits.

WS 325/SPAN 325. Hispanic Women Writers

Students will study literature written by women in the Hispanic world from the past to the new millennium. Selected works will be approached from historical, literary, social, and political perspectives for a critical modern understanding of women's roles, issues, and their contributions to the humanities in the past and in contemporary Hispanic societies.

WS 330. Women in the Ancient & Modern Middle East

A survey of the social position of women in selected areas of the Ancient and Modern Middle East from prehistory to the present day through various sources and disciplines including: history, biography, art, archaeology, law, literature, politics and religion.

WS 339/PHIL 339. Philosophy of Love and Sex

A critical examination of various problems in the areas of sexual language, monogamous marriage and its alternatives, pre-marital and extramarital sex, the logic of deviation, feminism, pornography, abortion and the concept of love. 3 credits. Every two years.

WS 366/HIST 366. Women in East Asia

Women in East Asia explores how Chinese and Japanese women created, accepted, defended, revised, or resisted their roles in traditional society and how those roles changed after the coming of the West. It will use a comparative approach to understand the similarities and differences in these two traditions as well as how women's roles varied across class and ethnic boundaries. This course uses an interdisciplinary approach,

emphasizes discussion and includes a variety of sources including historical studies, oral histories, fiction and film. 3 credits.

WS 374/THEO 374. Women and the Bible

The Bible was written by, for, and about men. As a result, it reflects the ideas, judgments, and worldviews of men. This course examines how this male-centered perspective affects the way women are portrayed (or more often ignored) throughout the biblical record. The contributions of women to the social and religious life of ancient Israel and the early Christian church are regularly downplayed in these writings, and negative images and stereotypes of women abound. The few women who are honored for their accomplishments are notable exceptions to the rule. 3 credits.

WS 375/POLS 375. Women and Politics

Women in most societies have been traditionally considered apolitical. This course seeks to break this commonly held image of women in a number of ways. A primary goal of the course is to develop a broad and sophisticated understanding of politics that can reveal the multifaceted ways in which women are politically involved. A second goal of the course is to recognize the diversity of political women. An understanding of the diversity of women in politics will be enhanced by consideration of women in a variety of political settings. The course seeks to develop an understanding of how different political and economic regime types – revolutionary, military, democratic, neo-liberal, etc. – have a distinct impact on women and men.

WS 377/ENG 377. Women in Literature

This course will involve an in-depth critical investigation of literature written by or about women. Concentration on works from the 18th, 19th and 20th centuries. Focus on fiction.

WS 482/JMC 482. Women, Minorities and the Media

The course has two main themes: the history of women and minority journalists working in the U.S. media from the colonial era to the present day and the portrayals by the media of these collective groups often left outside the mainstream. Films, guest speakers and primary source materials supplement the overview textbooks.

WS 490. Independent Study

Directed independent study in selected topics of Women's Studies. Student will engage in an advanced project, selected readings or research. Such course can replace any required or elective course in Women's Studies. May be taken more than once for a maximum of 6 credits.

WS 499. Colloquium in Women's Studies

An advanced seminar designed for students pursuing a major or minor in Women's Studies. The course will explore contemporary issues in Women's Studies through discussions of readings and student research, including a capstone paper. The topic of the seminar, which may vary from year to year, will be announced ahead of time in the university course schedule. Prerequisites: WS 101 and 6 credits of Women's Studies course work. 3 credits.

FRESHMAN COURSES

FRES 100. Academic Success Skills

This is a non-credit class that meets once a week. The class will focus specifically on developing and practicing skills proven to be key to college academic success. FRES 100 will focus on study skills and habits recommended for success in college academics. The course will also include a focus on time management and communication. This non-credit course is graded Pass/Fail. 0 credit (Fall)

FRES 101. Encouraging Academic Success

This is a non-credit course that meets once a week. The class will focus specifically on developing and practicing skills proven to be key to college academic success. FRES 100 will focus on study skills and habits recommended for success in college academics. The course will also include a focus on time management and communication. This non-credit course is graded Pass/Fail. Fall. 0 credits.

UNIV 101. University 101

This one-credit course, which is available for all first-year students, helps make the most of the freshman year. Academic content provides a context for teaching and assessing fundamental academic skills such as using technology, time management, listening skills,

note taking, and learning from textbooks. The course also addresses transition into college life. Issues including identifying personal goals and priorities, information about campus resources, dealing with stress, and other social issues are discussed in a small-group setting. The course will allow students to reflect on their experiences in a supportive, academic setting. 1 credit.

University Faculty

AS OF SUMMER 2014

- Sr. Margaret Carney, O.S.F., S.T.D. (1997)**..... University President
B.S. Ed., Duquesne University; M.A. Ibid; M.A., St. Bonaventure University; S.T.D., Pontificium Athenaeum Antonianum, Rome
- Robert P. Amico (1985)**..... Professor, Philosophy
B.A., University of Massachusetts; M.A., University of Rochester, Ph.D., Ibid.
- Susan B. Anders (1998)**..... Professor, Accounting
B.B.A., Southern Methodist University; C.P.A., Texas; M.S., University of North Texas;
M.S., Texas Tech University; Ph.D., Ibid.
- Steven K. Andrianoff (1979)**..... Associate Professor, Computer Science
B.A., Westminster College; M.S., Syracuse University; Ph.D., Ibid.
- Kuppuswamy Arumugam (2013)**..... Assistant Professor, Chemistry
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- Pierre A. Balthazard (2012)** Dean, School of Business; Professor, Management
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- Althea N. Bauernschmidt (2013)**..... Assistant Professor, Psychology
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- Michael S. Beardsley (2012)** Lecturer, Sport Studies
B.S., Canisius College; M.S., University at Buffalo
- Joel H. Benington (1996)**..... Professor, Biology
B.A., St. John's College; Ph.D., Stanford University
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B.A., Trinity Western (B.C.); M.A., Ave Maria University; Ph.D., University of Durham (U.K.)
- Giles Boothway (2002)**..... Lecturer, Finance
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- Nancy C. Casey (1998)**..... Associate Professor, Education
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- Michael V. Chiariello (1970)** Director of the Perugia, Italy, Program; Professor, Philosophy
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- Charles Joseph Coate (2000)** Professor, Accounting
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- Maureen P. Cox (1996)** Associate Professor, Mathematics
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- Scott Craver (2010)** Assistant Professor, Art History
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- Christopher Dalton (2012)** Lecturer, History
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- Kimberly DeSimone (2005)** Lecturer, Journalism and Mass Communication
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- Autumn M. Dodge (2013)** Assistant Professor, Education
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- Patrick K. Dooley (1969)** Board of Trustees Professor, Philosophy
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B.A., St. Bonaventure University; M.A., Montclair State College; Ph.D., Rutgers University

- David B. Levine (1998)**..... Professor, Computer Science
B.A., Swarthmore College; A.M., Dartmouth College; Ph.D., Ibid.
- Christopher W. Mackowski (2000)**.....Professor, Journalism and Mass Communication
B.A., University of Pittsburgh, Bradford; M.A., University of Maine; M.F.A., Goddard College;
Ph.D., Binghamton University
- Maddalena Marinari (2012)**..... Assistant Professor, History
B.A., Istituto Universitario (Naples, Italy); Ph.D., University of Kansas
- James W. Mahar Jr. (1999)**.....Associate Professor, Finance
B.B.A., St. Bonaventure; M.B.A., University of Rochester; Ph.D., Pennsylvania State University
- David S. Matz (1998)**.....Professor, Classical Languages
B.A., Lawrence University; M.A., University of Minnesota; Ph.D., Ibid.
- Lauren Matz (1988)**.....Professor, English
B.A., St. Bonaventure University; M.A., Ibid.; Ph.D., Ohio State University
- Darryl J. Mayeaux (2003)**..... Associate Professor, Psychology
B.A., Loyola University, New Orleans; M.A., University of California at Davis; Ph.D., Ibid
- Margaret Mazon (1988)**..... Associate Professor, Modern Languages
B.A., Indiana University of Pennsylvania; M.A., West Virginia University; Ed.D., Ibid.
- Brian C. McAllister (1977)**..... Assistant Professor, Accounting
B.S., University of Scranton; M.B.A., St. Bonaventure University; C.P.A., New York State
- Bryan C. McCannon (2011)**.....Associate Professor, Finance
B.A., Illinois Wesleyan University; Ph.D., Pennsylvania State University
- Darlene McDonough (2010)**.....Associate Professor, Educational Leadership
B.S. Dowling College, M.A., Long Island University, Ed.D. Dowling College
- Carole McNall (2003)**..... Assistant Professor, Journalism and Mass Communication
B.A., St. Bonaventure University; J.D., State University of New York at Buffalo
- James D. Miller (1998)**..... Lecturer, Biology
B.A., University of Pittsburgh, Bradford; M.S., The Pennsylvania State University; Ph.D. (ABD) Ibid.
- Rebecca R. Misenheimer (2007)**.....Associate Professor, Theater
B.A., Randolph-Macon College; M.F.A., University of South Carolina
- Terrence J. Moran (2003)**..... Associate Professor, Management
B.S., Clarkson College of Technology; B.A., Niagara University; M.S., State University of New York at
Utica;
Ph.D., Kent State University
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B.A., University of San Francisco; M.A., California State University at San Francisco;
Ph.D., University of Notre Dame
- Gregory Newall (2012)**.....Lecturer, Spanish
B.A., University of Richmond; M.A., Ph.D., University of Indiana at Bloomington
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B.S., Eastern Illinois University; M.A., Northern Illinois University; J.D., Ohio State University; Ph.D., Ibid.
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B.A., University of Mississippi; J.D., Ibid.; Ph.D., University of Georgia
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B.A., St. Mary's College of California; M.A., University of Rhode Island; Ph.D., SUNY at Buffalo
- Phillip G. Payne (1998)**..... Professor, History
B.A., Marshall University; M.A., Ohio State University; Ph.D., Ibid.
- Laura Peterson (1999)**..... Lecturer, Music
B.M., SUNY at Fredonia; M.M., University of Cincinnati College of Music
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B.B.A., St. Bonaventure University, M.B.A., Ibid.
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B.A., SUNY at Buffalo; M.A., Ibid; Ph.D. Ibid.
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B.S., T. M. Bhagalpur University; M.S., Ibid.; Ph.D., Tata Institute of Fundamental Research, India
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A.B., University of Notre Dame; M.A., University of California, Santa Barbara; Ph.D., Ibid.
- Karen Robbins (1997)**..... Professor, History
B.A., Denison University; M.A., Columbia University; M. Phil., Ibid; Ph.D., Ibid.
- Willy Kipkemboi Rotich (2009)**.....Assistant Professor, Physical Education
B.Ed., Kenyatta University; M.Ed., Louisiana State University; Ph.D., University of Texas-Austin
- Michael C. Russell (1984)**..... Professor, Marketing
B.S., Northern Illinois University; M.S., Ibid; Ed.D., Ibid.

- Kristen Schichtel Ryan (2012)**..... Lecturer, Marketing
B.S., Cornell University; M.B.A., University at Buffalo
- Leslie M. Sabina (1991)** Professor, Music
B.Mus., University of Toronto; B.Ed., University of Windsor; M.M., University of Miami;
Ph.D., Michigan State University
- Thomas J. Schaeper (1979)**..... Professor, History
B.A., Thomas More College; M.A., The Ohio State University; Ph.D., Ibid.
- Fr. Peter Schneible, O.F.M. (1986)**..... Assistant Professor, Biology
B.S., St. Bonaventure University; M.A., Washington Theological Union; Ph.D., University of Vermont
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B.A., Mercyhurst College; M.A., St. Bonaventure University
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B.S., Cedar Crest College; Ph.D., University at Buffalo
- Paula J. Scraba (2007)** Associate Professor, Physical Education
B.S., University of Connecticut; M.A., Ibid.; Ph.D., Ibid.
- S. Alan Silliker (1975)**..... Associate Professor, Counselor Education
B.S., Georgetown University; M.A., St. Bonaventure University; Ed.D., Boston College
- Ed. Simone (2002)**..... Professor, Theater
B.A., St. Bonaventure University; M.A., SUNY at Binghamton; Ph.D., Texas Tech University
- Leigh A. Simone (1999)**..... Assistant Professor, Modern Languages
B.A., St. Bonaventure University; M.A., Texas Tech University; Ph.D., Ibid.
- Richard Simpson (1970)**..... Professor, English
B.A., Brigham Young University; M.A., Ibid.; Ph.D., Kent State University
- Craig Sinesiou (2001)**..... Lecturer, Education
B.A., Alfred University; M.A., Ibid.
- Ann Marie Sitter-Tompkins (2011)** Lecturer, Education
B.S., St. Bonaventure University; M.S.Ed., Ibid.
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B.A., SUNY College at Buffalo; MSED, St. Bonaventure University; Ph.D., Capella University
- Christopher Stanley (1999)**..... Professor, Theology
B.S., University of Virginia; M.Christian Studies, Regent College; Ph.D., Duke University
- John Stevens (2008)**..... Lecturer, Management
B.A., St. Bonaventure University; M.A., Empire State College
- K. R. Sundararajan (1976)**..... Professor, Theology
M.A., University of Madras, India; Ph.D., Ibid.
- Donald J. Swanz (1981)**..... Associate Professor, Accounting
B.S.S., Georgetown University; LL.B., Ibid.; J.D., Ibid.
- Salvador Z. Tarun, Jr. (2014)** Visiting Assistant Professor, Biology
B.S., University of the Philippines; M.S., University of South Carolina; Ph.D., University of California, Berkeley
- Daniel L. Tate (1986)**..... Professor, Philosophy
B.A., Denison University; M.A., Duquesne University; Ph.D., SUNY at Stony Brook
- Barbara Trolley (2001)**..... Professor, Education
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B.A., Siena College; M.A., The American University; M.T.S., Washington Theological Union
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B.A., Cornell University; M.A., Syracuse University; Ph.D. Ibid.
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- Charles J. Walker (1973)**..... Professor, Psychology
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- Megan Walsh (2011)** Assistant Professor, English and History
B.A., Temple University; Ph.D., University of Wisconsin-Madison
- Claire Watson (2010)** Assistant Professor, Physical Education/Sport Studies
B.A., SUNY Geneseo; M.S., Bloomsburg University; M.S.Ph., Walden University
- Jeffrey A. White (1976)**..... Professor, Classical Languages
B.A., Boston College; M.A., State University of New York at Buffalo; Ph.D., Ibid.

- Karen M. Wieland (2010)**.....Assistant Professor, Reading Education
B.Music, The Catholic University of America; Ed.M., University at Buffalo; Ph.D., Ibid.
- Paul Wieland (2002)**Lecturer, Journalism and Mass Communication
B.A., St. Bonaventure University
- Larry M. Wier (1985)**..... Associate Professor, Chemistry
B.A., State University of New York at Binghamton; Ph.D., University of North Carolina at Chapel Hill
- Dennis M. Wilkins (1996)**Professor, Journalism and Mass Communication
B.S., University of Massachusetts; M.S., Evergreen State College; Ph.D., University of Colorado
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B.S., Clemson University; M.S., Ibid; Ph.D., Ibid
- Carol B. Wittmeyer (2007)**Associate Professor, Management
B.B.A., St. Bonaventure University; M.B.A., Ibid.; Ed.D., University of Rochester
- Russell J. Woodruff (1999)**.....Assistant Professor, Philosophy
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- Kimberly Young (2002)** Professor, Journalism and Mass Communication
B.S., University at Buffalo; M.A., Indiana University of Pennsylvania; Psy.D., Ibid.
- Ibrahim Zabad (2012)**Assistant Professor, Political Science
B.A., American University; M.A., John Hopkins University; Ph.D., University of California, Davis
- Kathy A. Zawicki (2001)**..... Assistant Professor, Sociology
B.A., Canisius College; M.A., SUNY Binghamton; M.A., University of Iowa; Ph.D., Ibid.
- Xiao-Ning Zhang (2009)**..... Associate Professor, Biology
B.S., Nanjing University; M.S., Ibid.; Ph.D., Fudan University, China
- Joseph E. Zimmer (1997)**Dean, Associate Professor, School of Education;
B.A., State University of New York at Buffalo; M.Ed., Ibid.; Ph.D., Ibid.
- Kayla S. Zimmer (2002)** Lecturer, Education
B.A., State University of New York at Albany; Ed.M., State University of New York at Buffalo
- Craig Zuckerman (1984)**.....Associate Professor, Counselor Education
B.A., George Washington University; M.S., St. Bonaventure University; D.Ed., Pennsylvania State University

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1983 Alfred F. Finocchio, Ph.D., Professor, Biology	1997 Fr. Robert Stewart, O.F.M, Ph.D., Associate Professor, Theology
1984 Patrick M. Premo, M.S., Professor, Accounting	2000 John Kupinski, Ph.D., Associate Professor, Biology
1985 Richard C. Bothner, Ph.D., Professor, Biology	2002 Lauren Pringle De La Vars, Ph.D., Associate Professor, English
1986 Ralph King, M.Ed., Professor, Mathematics	2004 Carol M. Fischer, Ph.D., Professor, Accounting
1987 Justin W. Diehl, Ph.D., Professor, Chemistry	2004 Nancy C. Casey, Ed.D., Associate Professor, Education
1988 Patrick K. Dooley, Ph.D., Professor, Philosophy	2006 Dennis M. Wilkins, Ph.D., Associate Professor, J/MC
1989 Theodore S. Woodruff, Ph.D., Assistant Professor, Economics	2007 Richard H. Simpson, Ph.D., Professor, English
1990 Roderick Hughes, Ph.D., Associate Professor, Philosophy	2008 Patrick J. Casey, Ph.D., Associate Professor, Education
1991 Richard W. Gates, Ph.D., Professor Emeritus, Education	2008 Donald J. Swanz, Esq. Associate Professor, Accounting
1992 Alva V. Cellini, Ph.D., Associate Professor, Modern Languages	2010 S. Alan Silliker, Ph.D. Associate Professor, Education
1993 James Martine, Ph.D., Professor, English	2011 Sandra J. Mulryan, M.S., Lecturer, English
1994 Fr. Francis Berna, O.F.M., Ph.D., Assistant Professor, Theology	
1995 Brian C. McAllister, M.B.A., Assistant Professor, Accounting	

PROFESSIONAL EXCELLENCE

- 1982 Fr. Gedeon Gal, O.F.M., Ph.D.,
Professor, Franciscan Institute
- 1983 Stephen W. Eaton, Ph.D.,
Professor, Biology
- 1984 James Martine, Ph.D.,
Professor, English
- 1985 Girard J. Etzkorn, Ph.D.,
Professor, Franciscan Institute
- 1986 Edward K. Eckert, Ph.D.,
Professor, History
- 1987 James A. Beane, Ed.D.,
Professor, Education
- 1988 William L. Wissinger, Ph.D.,
Professor, Biology
- 1989 Christopher C. Gerry, Ph.D.,
Professor, Physics
- 1990 Rega Wood, Ph.D.,
Professor, Franciscan Institute
- 1991 John Mulryan, Ph.D.,
Professor, English
- 1992 Rao Korukonda, Ph.D.,
Professor, Management Sciences
- 1993 Patrick Dooley, Ph.D.,
Professor, Philosophy
- 1994 Thomas J. Schaeper, Ph.D.,
Professor, History
- 1995 Maria Ceprano, Ph.D.,
Professor, Education
- 1998 Anthony Farrow, Ph.D.,
Professor, English
- 2000 Michael J. Lavin, Ph.D.,
Professor, Psychology
- 2001 Joel Horowitz, Ph.D.,
Professor, History
- 2003 David S. Matz, Ph.D.
Professor, Classical Languages
- 2005 Christopher D. Stanley
Professor, Theology
- 2006 Zahid Y. Khairullah, Ph.D.,
Professor, Management Sciences
- 2007 Jeffrey A. White, Ph.D.
Professor, Classical Languages
- 2008 Oleg V. Bychkov, Ph.D.
Associate Professor, Theology
- 2010 Richard P. Reilly, Ph.D.
Professor, Philosophy
- 2010 Darwin L. King, M.B.A., C.P.A.
Professor, Accounting
- 2013 Carl Case, Ph.D.
Professor, Management
- 2013 Christopher Mackowski, Ph.D.
Associate Professor, J/MC
- 2013 Phillip G. Payne, Ph.D.
Professor, History

SPECIAL SERVICE

- 1982 Russell J. Jandoli, Ph.D.,
Professor, J/MC
- 1983 Fr. Cosmas Girard, O.F.M., Ph.D.,
Professor, Sociology
- 1984 Nicholas J. Amato, M.A.,
Professor, History
- 1985 Walter V. Budzinski, Ph.D.,
Associate Professor, Physics
- 1986 Carl Wagner, Ph.D.,
Professor Emeritus, Psychology
- 1987 Fr. Canisius F. Connors, O.F.M.,
Professor, Classical Languages
- 1988 Stephen W. Gray-Lewis, Ph.D.,
Associate Professor, English
- 1989 Fr. Timothy J. Quinn, O.F.M.,
Assistant Professor, Sociology
- 1990 John F. Neeson, Ph.D.,
Professor, Physics
- 1991, Leo E. Keenan, Jr.,
Professor, English
- 1992 Ralph King, M.Ed.,
Professor, Mathematics
- 1994 Fr. Joseph Doino, O.F.M.,
Professor, Franciscan Institute
- 1995 Zahid Y. Khairullah, Ph.D.,
Professor, Management Sciences
- 1996 Paul J. Schafer, Ph.D.,
Associate Professor, Education
- 1998 James Martine, Ph.D.,
Professor, English
- 2000 Eleanor English, Ed.D.,
Professor, Education
- 2001 Larry L. Orsini, C.P.A.,
Professor, Accounting
- 2002 David L. Carpenter, Ph.D.,
Professor, Psychology
- 2003 Br. Basil J. Valente, O.F.M., M.S.,
Lecturer, J/MC
- 2005 Joseph E. Zimmer, Ph.D.,
Assistant Professor, Reading Educ.
- 2006 Thomas P. Delaney, Ph.D.,
Professor, Counselor Education
- 2007 Alva V. Cellini, Ph.D.,
Professor, Modern Languages
- 2008 Patrick Panzarella, Ph.D.
Associate Professor, English
- 2012 James W. Mahar, Ph.D.
Associate Professor, Finance

JUNIOR FACULTY AWARD

- 2001 Neal A. Carter, Ph.D., Assistant Professor, Political Science
- 2001 David E. Levine, Ph.D., Associate Professor, Computer Science
- 2002 Charles E. Gannon, Ph.D., Assistant Professor, English
- 2003 Oleg V. Bychkov, Ph.D. Assistant Professor, Theology
- 2004 Michael W. Jackson, Ph.D., Assistant Professor, English
- 2005 Christopher W. Mackowski, Assistant Professor, J/MC
- 2006 Susan Abraham, Th.D., Assistant Professor, Theology
- 2007 Mark A. Huddle, Ph.D., Assistant Professor, History
- 2008 Darryl J. Mayeaux Assistant Professor, Psychology

- 2009 René Wroblewski Assistant Professor, Education
- 2010 Kaplan Harris, Ph.D. Assistant Professor, English
- 2013 Megan Walsh, Ph.D. Assistant Professor, English
- 2013 Gregory J. Privitera, Ph.D. Assistant Professor, English

ADJUNCT FACULTY AWARD

- 2005 Tracy W. Schrems, M.A. English
- 2010 Jason Fox, B.M.Ed. Music
- 2012 C. Kevin Brayer, M.B.A. Marketing

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Archives of American Art

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

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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 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 and University Business Officers

Eastern Association of Financial Aid Administrators

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Eastern College Athletic Conference

Franciscan Educational Conference

International Reading Association

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National Association for the Exchange of Industrial Resources

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National Association for Sport and Physical Education

National Association of Student Personnel
 Administration
 National Association of Summer Sessions
 National Association of Women Deans,
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 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 of College
 Music Programs
 New York State Association for Intercollegiate

 Athletics for Women
 New York State Council of School District
 Administrators
 New York State Financial Aid Administrators
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 Region I
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 Association
 New York State Historical Association
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 Teacher Education
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 Michael Rosenswie, B.S..... PC Technician
 Karla Bright, A.A.S. Instructional Support Specialist
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Kate Achter, M.S.Ed.	Asst. Coach, Women's Basketball
Andrea Doneth, B.A.	Asst. Coach, Women's Basketball
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John Powers, B.S.	Head Coach, Golf
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Nancy Taylor	Accounts Receivable Bookkeeper
Julie Cleary, A.A.S.	Staff Bookkeeper
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Kelly Hand	Business Office Assistant
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 Sean Conklin, B.S. Assistant Curator
 Donald T. Hopwood, M.A. Technical Director
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 Andy Kirtz Executive Chef
 James Sawyer Director of Operations

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