



St. Bonaventure University

School of Graduate Studies

MAIN CAMPUS • BUFFALO CENTER • ONLINE

2017 -2018 GRADUATE CATALOG

ST. BONAVENTURE UNIVERSITY
2017 - 2018
GRADUATE CATALOG

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

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

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

The University's Advocacy Officers are available to all members of the University community in matters relating to Equal Employment and Educational Opportunity.

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

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SCHOOL OF GRADUATE STUDIES

St. Bonaventure University
St. Bonaventure, N.Y. 14778
www.sbu.edu/graduate
Email: gradsch@sbu.edu

Graduate Dean's Office
(716) 375-2578
Fax: (716) 375-2588
Murphy Professional Building

Office of Graduate Admissions
(716) 375-2021
Fax: (716) 375-4015
Hopkins Hall

DEGREE AND CERTIFICATION PROGRAMS

School of Business

- **Master of Business Administration**

School of Education

- **Master of Science in Education**
 - Differentiated Instruction
 - Differentiated Instruction - Special Education
 - Clinical Mental Health Counseling
 - School Counseling
 - Educational Leadership
 - Literacy
 - Childhood (Birth-Grade 6)
 - Adolescent (Grades 5-12)
 - Adolescence Educ. (Grades 7-12)
- **Master of Science**
 - Clinical Mental Health Counseling

Jandoli School of Communication

- **Master of Arts**
 - Integrated Marketing Communication
 - Strategic Leadership

School of Education

- **Certification Programs - Educational Leadership**
 - School District Leader (N.Y.)
 - School Building Leader (N.Y.)
- **Advanced Certificate of Specialization**
 - School Counseling
 - Differentiated Instruction
 - Teaching Students with Exceptionalities

School of Franciscan Studies

- **Advanced Certificate in Franciscan Studies**

ACADEMIC CALENDARS

ST. BONAVENTURE UNIVERSITY GRADUATE AND UNDERGRADUATE FALL 2017 ACADEMIC CALENDAR

August 2017

28 Mon. Classes Begin

September 2017

4 Mon. Last day to add/drop

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

October 2017

7-10 Sat.-Tues. Midterm Break

11 Wed. Classes Resume

16 Mon. Midterm undergraduate grades due by 10:00 AM in Records Office

November 2017

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

10 Fri. Final day for Spring/Summer 2017 I grade changes

22-26 Wed.-Sun. Thanksgiving Recess

27 Mon. Classes Resume

December 2017

8 Fri. Last day of classes

9 Sat. Reading Day

10 Sun. Non-Examination Day

11 Mon. *Undergraduate Final Examinations*

<u>Class Meeting Hour</u>	<u>Exam Time</u>
TTH 3:30/4:00 PM	8:00AM – 10:30AM
MWF 1:30PM	10:35 AM – 1:05PM
MWF 11:30AM	1:10PM – 3:40PM
OPEN	3:45PM – 6:15PM

12 Tues. *Undergraduate Final Examinations*

<u>Class Meeting Hour</u>	<u>Exam Time</u>
MWF 10:30 AM	8:00 AM-10:30 AM
MWF 8:30 AM	10:35 AM- 1:05 PM
TTH 1:00 PM	1:10 PM- 3:40 PM
OPEN	3:45 PM- 6:15 PM

13 Wed. *Undergraduate Final Examinations*

<u>Class Meeting Hour</u>	<u>Exam Time</u>
MWF 9:30 AM	8:00 AM-10:30 AM
OPEN	10:35 AM- 1:05 PM
TTH 2:30 PM	1:10 PM- 3:40 PM
OPEN	3:45 PM- 6:15 PM

14 Thur. *Undergraduate Final Examinations*

<u>Class Meeting Hour</u>	<u>Exam Time</u>
MW 3:30/4:00 PM	8:00 AM-10:30 AM
MWF 12:30 AM	10:35 AM- 1:05 PM
TTH 10:00 AM	1:10 PM- 3:40 PM
OPEN	3:45 PM- 6:15 PM

15 Fri. *Undergraduate Final Examinations*

<u>Class Meeting Hour</u>	<u>Exam Time</u>
TTH 8:30 AM	8:00 AM-10:30 AM
MWF 2:30 PM	10:35 AM- 1:05 PM

16 Sat. DECEMBER RECOGNITION CEREMONY

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

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

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

**ST. BONAVENTURE UNIVERSITY
GRADUATE AND UNDERGRADUATE
SPRING 2018 ACADEMIC CALENDAR**

January 2018

15	Mon.	Dr. Martin Luther King Jr. Day
16	Tues.	Classes Begin
22	Mon.	Last day for add/drop

February 2018

5	Mon.	Last day to sign up for the pass/fail option
24-Mar. 4	Sat.-Sun.	Mid-term Break

March 2018

5	Mon.	Classes Resume
12	Mon.	Midterm undergraduate grades due by 10:00 AM in Records Office
20	Tues.	Last day to withdraw from an undergraduate class with a W grade
29-Apr. 2	Thurs.-Mon.	Easter/Spring Break

April 2018

3	Tues.	Classes Resume
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May 2018

1	Tues.	Meeting day for classes that have a Thursday meeting time
2	Wed.	Meeting day for classes that have a Friday meeting time
3	Thur.	Meeting day for classes that have a Monday meeting time
4	Fri.	<i>Undergraduate Final Examinations</i>

<u>Class Meeting Hour</u>	<u>Exam Time</u>
TTH 3:30/4:00 PM	8:00AM – 10:30AM
MWF 1:30PM	10:35 AM – 1:05PM
MWF 11:30AM	1:10PM – 3:40PM
OPEN	3:45PM – 6:15PM

5	Sat.	<i>Undergraduate Final Examinations</i>
		<u>Class Meeting Hour</u> <u>Exam Time</u>
		MWF 10:30 AM 8:00 AM-10:30 AM
		MWF 8:30 AM 10:35 AM- 1:05 PM
		TTH 1:00 PM 1:10 PM- 3:40 PM
		OPEN 3:45 PM- 6:15 PM

6	Sun.	Non-Examination Day
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7	Mon.	<i>Undergraduate Final Examinations</i>
		<u>Class Meeting Hour</u> <u>Exam Time</u>
		MWF 9:30 AM 8:00 AM-10:30 AM
		OPEN 10:35 AM- 1:05 PM
		TTH 2:30 PM 1:10 PM- 3:40 PM
		OPEN 3:45 PM- 6:15 PM

8	Tue.	<i>Undergraduate Final Examinations</i>
		<u>Class Meeting Hour</u> <u>Exam Time</u>
		MW 3:30/4:00 PM 8:00 AM-10:30 AM
		MWF 12:30 AM 10:35 AM- 1:05 PM
		TTH 10:00 AM 1:10 PM- 3:40 PM
		OPEN 3:45 PM- 6:15 PM

9	Wed.	<i>Undergraduate Final Examinations</i>
		<u>Class Meeting Hour</u> <u>Exam Time</u>
		TTH 8:30 AM 8:00 AM-10:30 AM
		MWF 2:30 PM 10:35 AM- 1:05 PM

10	Thurs.	Degree candidate grades due by 10:00 AM in Records Office.
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12	Sat.	BACCALAUREATE MASS
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13	Sun.	COMMENCEMENT
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14	Mon.	Final grades due by 10:00 AM in Records Office
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Due Dates for online, 5-week and 7-week graduate classes and 5-week undergraduate classes

Class Format and Length/Activity	Classes begin	Last day to drop or add a class	Last date to withdraw	Session End Date	Notes
5-week Main Campus, Mon – Thurs meeting, Session I	1/15	1/22	2/5	2/16	
5-week Main Campus, Mon – Thurs meeting, Session II	2/19	2/26	3/12	3/30	No class meetings 3/5 – 3/8
5-week Main Campus, Mon – Thurs meeting, Session III	4/2	4/09	4/23	5/11	No class meetings 4/13 and 4/17
5-week face-to-face course, Friday and Saturday meetings, Session I	1/12	1/19	1/27	2/10	
5-week face-to-face course, Friday and Saturday meetings, Session II	2/16	2/23	3/3	3/24	No class meetings on 3/2 and 3/3
5-week face-to-face course, Friday and Saturday meetings, Session III	3/30	4/7	4/21	5/5	No class meetings on 4/13 and 4/14
7-week courses, all formats Session I	1/15	1/22	2/14	3/2	For face-to-face and hybrid classes please consult class schedule for exact meeting dates.
7-week courses, all formats, Session II	3/12	3/19	4/12	4/27	For face-to-face and hybrid classes please consult class schedule for exact meeting dates
<i>Final grades for degree candidates and commencement participants must be submitted by 10am on Thursday, May 11th. All other final grades for 5-week Session III classes and 7-week Session II classes must be submitted within 7 days of the session end date.</i>					

GENERAL INFORMATION

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

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

History

St. Bonaventure University was founded through the initiative and dedicated efforts of Nicholas Devereux, a large landholder and financier from Utica, N.Y., with the cooperation and support of John Timon, Bishop of Buffalo, and members of the Franciscan Order. Their dream has flourished, and St. Bonaventure University has expanded greatly during more than 150 years of existence. In 1854, the two promoters persuaded a group of friars from Italy to venture to America and establish a Catholic college and seminary in Western New York. Principal among these Franciscans was Fr. Pamphilus da Magliano, who later became the college's first president.

On Oct. 4, 1858, the Feast of St. Francis, the formal dedication of the new school was held on the tract of land donated by Devereux. It was then that the college was named after St. Bonaventure of Bagnoregio, the Patron of Franciscan Studies and Learning. St. Bonaventure College held its first Commencement Exercise in June 1860, graduating a class of 15 students. Since then the university has grown to more than 2,000 students.

The college was provisionally chartered on March 1, 1875, by an Act of the Regents of the State of New York, "For the instruction in the learned languages and in the liberal and useful arts and sciences." In the 1920s the college developed a full-time graduate program, which has continually expanded since that time. Early in this century St. Bonaventure also became home to the School of Franciscan Studies and the Franciscan Institute. The permanent Charter of Incorporation of the college was granted by the state of New York in 1883, and in 1950, after nearly a century of operation, St. Bonaventure was named a university by the Board of Regents.

Mission and Vision

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

Values Statement

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

Discovery

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

Community

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

Individual Worth

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

Statement of Distinction

At St. Bonaventure University, we strive to foster the development of knowledgeable, skilled, compassionate and ethical individuals by mentoring students within vitally engaging learning environments, ever mindful of such Franciscan values as individual dignity,

community inclusiveness, and service to others. We will be the premier Franciscan institution of higher learning in North America, and, as such, we will have the resources and endowment befitting our university's mission, age and tradition.

Graduate Studies Mission

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

Goals

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

Academic Structure

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

School of Business

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

- the theoretical base, tools, and techniques that will enable them to pursue successful careers as leaders and decision makers in

business, government, and nonprofit organizations;

- a curriculum that enables them to develop moral and ethical values with respect for all persons, oral and written communication skills, state-of-the-art technological skills, a global perspective; and
- abundant opportunities for interaction with a faculty who have a blend of academic and professional experiences.

Master of Business Administration: The M.B.A. program is offered in four formats: part time, full time, weekends only and online. The part-time and full-time formats are offered on the University's Main Campus. The weekend format is generally considered full-time study (though part-time is possible) and is offered at the Buffalo Center located on the Hilbert College campus in Hamburg, N.Y., where new classes begin every five weeks (and new MBA students may enter the program with any new class). In the new online format, the Master of Business Administration program uses a seven-week term format, with two terms in each semester. Students in the graduate MBA program can choose among tracks in accounting, finance, marketing, and general management.

School of Education

The School of Education is dedicated to furthering the mission of the university and to incorporating Franciscan culture and values into the preparation of expert educators for the 21st century. It provides a deep, broad, and inclusive professional preparation with a strong academic core. The School, through structured experiences, mentoring, and attention to individual learner needs and goals, seeks to prepare educators who can connect their Franciscan culture and academic and professional curricula to learners and learning communities of the future.

Operating within a conceptual framework of "Education@SBU: A Journey to Excellence" with an emphasis on Competence, Experience, and Social Justice, all professional preparation

programs foster inquiry, reflection, strong collegial relationships, leadership in the change process, and dedication to lifelong learning. Graduate programs in the School of Education emphasize strong research and information-gathering skills, integrated use of technology for both teaching and learning, and practical application of theory and research. For all school-practitioner graduate degrees in the School of Education, students are expected to complete two courses (six credit hours) in a common graduate core designed to support and enhance graduate-level study in the education professions.

School of Franciscan Studies

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

Jandoli School Communication

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

St. Bonaventure University Campus

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

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

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

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

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

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

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

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

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

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

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

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

research, a dean's suite, innovative technology uses, and a serious commitment to sustainability.

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

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

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

Housing

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

Buffalo Center

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

Graduate programs offered through the Buffalo Center include business administration, differentiated instruction, differentiated instruction - students with disabilities, educational leadership, school administrator certification, school, and clinical mental health (see program sections for more details on master's and certificate options).

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

Facilities

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

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

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

The Campus Center, a two-story structure located directly behind Franciscan Hall, is the

hub of the social and dining activities. The campus bookstore is located here.

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

Graduate Societies

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

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

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

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

PI LAMBDA THETA - International Honor Society and Professional Association in Education.

ADMISSIONS & REGISTRATION PROCEDURES

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

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

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

Application to St. Bonaventure School of Graduate Studies may be done online. All documents related to admission should be directed to the Office of Graduate Admissions, P.O. Box 2520, St. Bonaventure University, St. Bonaventure, N.Y. 14778.

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

Special Note: NY State Public Health Law #2165 requires that SBU collect proof of immunization (measles, mumps, rubella, meningococcal meningitis) from all students who may be enrolled for more than 3 credits. Students failing to provide this information within a short time of enrollment will be blocked from course selection. Please pursue this information as soon as you start the SBU application process; sometimes it can take a while. If you are a current or recent undergraduate student you may be able to obtain and submit a copy of your health record from your college's health center. This is not a requirement for SBU Online students.

Applying for Admission

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

Application Items

- 1) An application for admission completed and submitted online.
- 2) Official transcripts from all colleges attended (graduate and undergraduate). Individuals applying while still completing a bachelor's degree will need to provide a current transcript and then a final transcript before enrolling at SBU.
- 3) Two letters of recommendation (for most programs)
- 4) Test score. Some graduate programs require one of the standardized admission exams. See the listing on page 17. Test scores should be official and sent to SBU directly by the testing organization. The program director may require a new test of applicants presenting scores that are many years old.

- 5) Other information as may be mandated by a specific program, or requested by a program director. Some programs, for example, require an interview and writing sample or resume.
- 6) International students should apply several months before the planned start date.

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

Graduate Students Not Seeking a Degree or Certificate

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

The application process for non-matriculating students requires:

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

Auditing Students

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

- 1) Online application, selecting the audit status on the Academic Degree item
- 2) Course-specific permission of the Dean of the School of Graduate Studies

- 3) All previous college transcripts, particularly those showing a Bachelor's degree completed

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

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

International Students

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

- 1) Transcripts. Please note that if your post-secondary and/or undergraduate college academic records are not in English, you must provide a translated transcript along with the official copies. The translation must be done by a professional translator or translation service.
- 2) If English is not your native language you should plan to take the TOEFL (Test of English as a Foreign Language) exam and have score reports sent to SBU. Successful applicants typically show scores of at least 213 on the computer-based test or 79 on the internet based test. The IELTS (International English Language Testing System) also is accepted for proof of language proficiency. Graduate admission requires an overall score of 6.0 with no band score below 5.5.
- 3) When requested by St. Bonaventure University, international students will need to provide a transcript evaluation by WES (World Education Service).

International Student Enrollment

Once admitted, international students must demonstrate sufficient resources to cover one full year of study (\$25,000 USD) before the University will issue an I-20. The necessary documents and instructions are provided with

the admission application. Once in receipt of an I-20, an international applicant may visit the nearest U.S. embassy or consulate to apply for an F-1 visa. Note that consular officials may require their own proof of financial support and English proficiency.

St. Bonaventure requires that its international students be enrolled full-time, with the exception of the last semester of attendance. Additionally, international student health insurance is required and must be purchased through the University, unless provided through a government sponsorship.

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

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

Required Admission Tests

Please consult entrance requirements for specifics for each program.

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

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

International students may also be able to access testing information through American embassies and consulates, offices of the United States Information Service, United States

Educational Commissions and Foundations and at bi-national centers and American/International secondary schools.

International Students must meet N.Y. State immunization requirements prior to starting classes.

Types of Admission Status

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

Regular Status

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

Provisional Status

- 1) This status may be granted to applicants whose academic records fall slightly short of the regular admission requirements. With the approval of the dean and or program director, provisionally admitted students may enroll for up to nine (9) credit hours, twelve (12) under special circumstances. With good classroom work, provisionally admitted students will likely have their status changed to regular admission.
- 2) Students applying to SBU while still completing the bachelor's degree may be admitted under this status until their undergraduate work is done and a final transcript has been received by the Office of Graduate Admissions.
- 3) Provisionally admitted students in a qualified program are eligible to receive financial aid.

Evaluation Status

A student may be admitted under this status if he/she has not yet completed the application process but (based on information provided) shows aptitude, and has obtained the approval of the program director. A student admitted under this status has until the end of his or her first semester to complete the application process. Accepting a student under evaluation status does not obligate the University to

amend the admission status to provisional or regular once the application process is concluded. The complete application will be reviewed, along with the applicant's current classroom work.

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

Non-Matriculated Status

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

Audit Status

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

SBU undergraduates taking graduate classes

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

Registration Process

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

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

Late Registration

Course registration deadlines are posted on the Graduate Studies Calendar and/or otherwise conveyed to current students. A late registration fee of \$100 is assessed to those registering for class after the designated date. Registration will not in any event be allowed later than seven (7) days after the deadline for a new semester, later than four (4) days after the deadline for a summer session, or later than the second weekend of a weekend-only format class.

Proof of Immunization

As noted in the admission section of this catalog, students who fail to provide immunization information will be barred from registration. SBU Online students do not need to provide proof of immunization.

Changes of Enrollment

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

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

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

Specific University Regulations

- 1) **Changes in Regulations:** The University's Board of Trustees reserves the right to amend at any time SBU's requirements for admission and to change courses,

graduation requirements, degree programs, costs (tuition, room, board and fees) and regulations governing the student body. Such regulations will apply to all students and will become effective on the date established by the trustees. This catalog shall be considered sufficient notice to students. Students must assume the responsibility to stay up-to-date with University policy.

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

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

- 4) **Address:** Any change in a student's address should be reported to the Registrar's office.
- 5) **Required Records:** It is the student's responsibility to provide the University with all required documents, either through direct provision, or by requesting them of the relevant parties (e.g. transcripts). Moreover, some of these will require the student's signature. These records will be

maintained in the Office of Graduate Admissions or with the University registrar, as appropriate.

- 6) **Limitations on the Use of Graduate Credits:** Credit submitted in fulfillment of the requirements of a degree here or elsewhere will not be accepted to apply toward another degree at this University, except that work done for the master's degree may be counted toward the Advanced Certificate of Specialization.
- 7) **Cancellation of Courses by the University:** The University reserves the right to cancel any course in which it deems the enrollment to be insufficient.
- 8) **Transcripts of Record in the School of Graduate Studies:** The two types of transcripts of a student's record in the School of Graduate Studies issued by the Registrar's office are as follows:
 - a. **Official Transcripts:** This type of transcript is signed by the Registrar and bears an imprint of the seal of the University. Such transcripts as requested by the student will be mailed directly to the agency or institution specified in the request. A transcript will not be issued until all fees and tuition obligations have been met. Each request (in writing) must include the complete name and address of the agency, institution or official to whom the transcript is to be sent and the transcript fee of \$5.
 - b. **Unofficial Transcripts:** This type of transcript is not signed and it does not bear an imprint of the seal of the University. Such transcripts will be sent to the student for information purposes. Each request for an unofficial transcript should contain the student's current address and must be accompanied by the transcript fee of \$5.
- 9) **Full-Time Status:** A student whose major portion of time is devoted to activities that are part of a graduate degree program shall be considered a full-time graduate student. In accordance with this policy, a student shall be considered on full-time status if:

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

10) **Grade Changes, Except for I and IP Grades** should not be made without just cause. Students are expected to complete all prescribed course work within the semester of registration. Students who question a grade must notify the instructor in writing no later than 30 days after the end of the semester for which the grade was recorded. A copy of the written notice must be sent to the academic dean of the school where the course is housed within the same time constraints. Instructors must respond in writing before the end of the drop/add period of the subsequent semester.

11) **Student Leave of Absence:** A leave of absence for medical reasons is issued by the Vice President for Student Affairs only upon the written recommendation of the University physician or upon the written

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

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

DEGREE REQUIREMENTS

M.B.A. Degree

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

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

MAJOR FIELD

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

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

Formal Course Work: All 18 credit hours must be taken in the major field, in courses numbered in the 500-800 range.

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

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

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

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

Additional Course Work: Additional course work must also be taken in the major field, in courses numbered in the 500-700 range, with the following exceptions: In some programs (see your program director), a maximum of six credit hours may be taken in other courses—either courses numbered in the 500-700 range outside the major field, or one course (3-4 credit hours) numbered in the 400-499 range. Allowance of graduate credit for a course in the 400-499 range (which must be part of the six credit hours mentioned above), is subject to the following conditions:

- 1) Approval is given by the program director.
- 2) The student must agree to do work of a higher order and broader scope than is required of an undergraduate student in the same class.
- 3) The student must secure a letter of permission from the instructor, with approval by the program director and dean of graduate studies. Presentation of this letter shall indicate acceptance of responsibility for the instructor's assigning the additional work, but the student must take the initiative in arranging such work.

Residence

Academic residence is defined as enrollment in and regular attendance at some courses of graduate instruction at St. Bonaventure University. The minimum period of residence for a master's degree is two semesters of the regular academic year. Students who attend during the regular academic year and also during the summer session may count any two summer sessions as one semester of residence. Five summer sessions are required to fulfill the minimum time requirement for summer-only students. If St. Bonaventure University has

accepted the transfer of six graduate credits earned in another graduate school, the time spent by the student in earning these credits elsewhere will be accepted in lieu of one summer session of residence at St. Bonaventure University.

Time to Degree

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

Transfer of Credit

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

- 1) Requests to transfer credit into a St. Bonaventure University graduate program should be made directly to the program director - who will determine transferability of credit. The program director will notify the student of the credit transfer decision.
- 2) No more than six (6) credit hours may be transferred into an SBU graduate or certificate program. Some academic departments are more restrictive with regard to credit transfer. This information will be shown in the program specific portions of the catalog.
- 3) Transfer credit will not be granted for courses in which a grade lower than a B was earned. Similarly, no credit will be granted for courses showing a grade of Pass or Satisfactory. Courses taught as graduate-undergraduate offerings will normally not transfer.
- 4) Descriptions of the classes for which credit is sought should accompany a credit transfer request. The program director may

request additional information (e.g. syllabus).

- 5) Students anticipating taking courses at another college for transfer back to SBU should first review the transferability of these classes with their SBU program director. If approved, the student must ensure that an official transcript for that work is sent to the SBU registrar.
- 6) All coursework, including transfer credit, must satisfy the time-to-degree requirement, as outlined in the Degree Requirements part of this catalog.
- 7) Coursework more than 10 years old will not be accepted for transfer credit.

Academic Load

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

Comprehensive Examinations

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

Written Comprehensive Exam

Ordinarily, this examination may be taken, at the earliest, within the last term in which the student will complete formal course work requirements for the degree. However, some departments have set other requirements for

the timing of the written comprehensive examination. When this is so, it is noted in the departmental description in this catalog. The student's major professor will set the date, time and place of the exam.

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

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

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

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

Oral Comprehensive Examination

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

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

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

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

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

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

Supervision of Program

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

Within these limits, the program director of the student's major department, assisted and advised by the student's major professor, has jurisdiction over the student's program. This

means that the program director has the duty, responsibility, and authority for advising and instructing the student in all such matters as:

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

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

Grading System

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

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

Other grade options are:

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

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

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

An IP grade may be carried for no longer than 2 academic years (4 semesters) and a final grade must be submitted no later than the third week prior to termination of the fourth academic semester following the semester in which the IP was assigned; the instructor, with the approval of the program director and dean, may assign an earlier deadline. If the work is not completed and a final grade submitted by the deadline, the IP grade will automatically become a grade of F unless the instructor or Program Director requests grade of W.

The grade of P or F may be assigned to workshop or institute courses rather than a letter grade. In addition, the grade may be assigned to Independent Study courses with the

approval of the Instructor and the department chair/program director. The P/F option must be specified within the first two weeks of the course. No more than six credit hours with a grade of P may be applied towards the master's degree.

Academic Scholarship

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

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

A course may be repeated only once. Written appeals to this policy may be made to the dean of the student's program. Repeating a course is also likely to have implications for financial aid and candidates must contact the financial aid office for details.

It is the responsibility of the Graduate Dean to ensure that all students in graduate programs are in good academic standing. The following procedures are to be followed:

Note: This information will be provided at the end of each academic session (i.e. 5-weeks, 7-weeks, and end of each semester).

A. Within 48 hours following the deadline for submission of final grades, the registrar will provide each program director a list of

students who have earned a grade of C, I or F or who have a cumulative GPA below 3.0.

- i) The report from the registrar will include grade data from previous semester, so as to inform program directors if students who have received a second grade of C or below.
- B. Within one week of the receipt of that information the program director must communicate in writing with every student who has received a grade of C or lower (including I grades), advising the student of the institution's policy* effectively warning the student about academic standing.
 - i) This communication can be sent in email from the program director with copies to the graduate dean, the student's academic adviser, the dean of the major program and the Records Office.
- C. If the student has received a grade of F or a second C, it is the program director's responsibility to consult with program faculty to determine whether the student can continue in the program. This consultation is to take place within one week of receipt of information from the Registrar.
 - i) If the decision is to allow the student to continue in the program, the program director will communicate that decision in writing to the student within 24 hours with an appropriate message about remediation and warning about the requirement for a 3.0 GPA.
 - ii) This communication can be sent in email from the program director with copies to the graduate dean, the student's academic adviser, the dean of the major program and the Records Office.
 - iii) If the department decides to dismiss the student, the program director must notify the graduate dean within 24 hours and a letter of termination (with copy by email) will be sent from the graduate dean within 24 hours with copies to the program director, the student's academic adviser, the

dean of the major program and the Records Office.

Commencement

Announcement of Intention to Graduate

All candidates who expect to complete their work and receive a graduate degree at a scheduled Commencement must announce this intention to the Registrar's Office by the date designated in the academic calendar.

Time at Which Degrees May be Conferred

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

Participation at Commencement

Graduate degree candidates who have three or fewer credit hours of course work remaining at the date of the exercise may participate. Signed participation agreement forms must be submitted to the Registrar's office by the date specified by the Record's Office.

Academic Garb

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

EXPENSES & FINANCIAL AID

FALL 2017 - SPRING 2018 TUITION, ROOM AND MEAL PLAN

Graduate tuition per credit hour	\$733.00
Room (average).....	\$6,200.00
Meal plan (average)	\$5,735.00
<i>(graduate students are not required to live on campus or be on a meal plan)</i>	
Audit (per course)	\$733.00
<i>Discounts are available for senior citizens and SBU alumni. Contact the Bursar's office for more information.</i>	

OTHER FEES

Late Payment Fee	\$100.00
Transcript Fee (per copy)	\$5.00
Optional Medical Service Fee (per semester).....	\$55.00
<i>(with completed SBU Medical Record)</i>	
Optional Health/Accident Insurance (per year).....	(approx.) \$1,500.00*
Parking Permit (Main Campus)	\$30.00
Richter Center (per semester)	\$115.00(semester), \$225.00(year)
(per summer school session)	\$20.00
Continuing Supervision fee (per semester)	\$150.00
Graduation Fee (final semester)	\$100.00

*International students are required to sign up for the student health insurance plan.

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

Continuing Supervision Policy

Graduate students who have registered for a practicum, internship or other field experience but have not completed the requirements for such experience must register for “continuous registration” in any semester when not registered for any credit bearing courses until the requirements for the practicum, internship or other field experience are complete. This is normally limited to the fall and spring semesters unless supervision during summer sessions is required. In that case, the continuous registration fee during summer sessions is also assessed.

Satisfying the continuous registration requirement and maintaining status as a graduate student will allow students to utilize the University library, certification office services, and access such University services as advising and supervision.

The fee for continuous registration is \$150 per semester.

Institutional Withdrawal Policy

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

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

the semester. Please refer to the Financial Aid section of the University's catalog for details. Students may request a review of their withdraw type, date of withdraw, or calculation within 30 calendar days of issuance of the final billing from the University. Requests made after 30 days will not be reviewed.

Institutional Withdrawal Refund Policy

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

FALL AND SPRING SESSIONS

Refundable	
1 st week	90%
2 nd & 3 rd week	80%
4 th & 5 th week	70%
6 th & 7 th week	50%
8 th & 9 th week	25%
Withdrawal after 9 th week	No Refund

SUMMER AND 5-WEEK SESSIONS

Refundable	
1 st week	90%
2 nd week	50%
3 rd week	25%
Withdrawal after 3 rd week	No Refund

7-WEEK SESSIONS

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

Federal Program (Title IV)

Regulations require each educational institution to have a written policy for the refund and repayment has been received. These policies are effective only if a student completely terminates enrollment or stops attending classes before completing more than 60 percent of the enrollment period. Federal aid is earned in a prorated manner on a per diem based on the academic calendar up to 60 percent point in

the semester. Federal aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Office of Financial Aid. After the dollar amount to be refunded to the federal programs has been determined, the refund is applied to all accounts.

Financial Terms

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

Payment for Graduate level courses are due before each course begins. Billing will be sent out with a specific due date; however; deferments are permitted for courses starting at a later date. Because of the Federal Guidelines for the Direct Student Loan Program, you may be billed in August or December for the entire fall or spring semester. This is to permit processing and disbursement of loan funds.

Students who expect to receive financial aid or loans, from any source, should begin their application process well in advance of the beginning of any semester. Deferments must be submitted in writing to the Business Office before approval is authorized by the first day of classes.

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

The University reserves the right to alter the above fees without notice. In light of economic

fluctuations, it cannot insure that the tuition and other charges, as listed, will prevail throughout the student's attendance.

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

Medical or Military Service Leaves

A leave of absence for medical reasons is issued by the vice president for Student Affairs only upon the written advice of other appropriate professional persons and only for one semester. Tuition will be pro-rated weekly as of the date the vice president for Student Affairs approves the medical withdraw. Room and meal plan will be pro-rated weekly as of the date the student officially begins the school's withdraw 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 - under Student Service tab. All university rules and regulations apply - the bursar approves all refunds.

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.

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 requested for pickup are available at the Business Office from 10 a.m. to 4 p.m. Monday - Thursday and from 2 p.m. to 4 p.m. on Fridays.

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 or unused meal plans or Flex dollars. Residential students may not purchase Block plans.

SBU Scholarships & Grants

Students who are enrolled in the SBU online programs are ineligible to receive any SBU scholarships and grants.

AmeriCorps Matching Grant

AmeriCorps volunteers accrue educational benefits (Segal Education Awards) that may be used to pay educational costs at eligible post-secondary education institutions. SBU will match this educational award - the only college in Western New York to do so. The dollar amount of a full-time award is tied to the maximum amount of the U.S. Department of Education's Pell Grant (for the 2016-2017 academic year, this amount is \$5,815). SBU will match the award completely for graduate programs up to 38 hours in length. The University will match 75% of two awards for grad programs 39-51 hours in length and will match two awards in full for students in the 60 hour mental health counseling program. The matching grant will be applied to the student's account after the AmeriCorps funds have been received.

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

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

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

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

Bona Advantage Grant

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

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

Dean's Graduate Scholarship

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

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

Franciscan Mission Grant

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

award beginning with the next new semester or summer term.

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

Buffalo Schools Grant

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

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

Other St. Bonaventure Aid

Graduate Assistantships

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

If you're interested, you may apply for an assistantship when you submit your application for admission or at any time during your full-time study at the University. Please contact the graduate dean's office at (716) 375-2578 with questions. New grad students should apply by Feb. 15 prior to the fall in which they will begin graduate study.

- Full-time assistantships provide a tuition discount of up to nine credit hours per semester, in exchange for up to 20 hours per week service to the sponsoring department. Full-time summer assistantships carry a six credit hour scholarship. **Note:** Assistantship benefits do not include health insurance or other SBU employee benefits.
- In general, graduate assistants should not take outside employment, including substitute teaching, without first consulting their supervisor.

- Graduate assistantships cannot be used in conjunction with any other St. Bonaventure grant, scholarship, or waiver.

New York State & Federal Programs

TEACH Grant

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

- As a highly qualified teacher
- At a school or education service agency (ESA) servicing low-income students
- And in a high-need field

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

Veteran's Tuition Award

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

Graduate Federal Direct Loans

The Federal Direct Unsubsidized Loan Program allows graduate students to borrow up to \$20,500 per year without demonstrating financial need. Interest on Graduate Stafford loans will not be subsidized by the government meaning interest on the loan principal will accrue while a student is enrolled in graduate study. The exception to this is that students in programs leading to state-issued teaching certificates may receive the interest subsidy. Federal Direct loans are paid through a student's school in one or more installments, and are first applied against tuition and fees, room, board

and related school expenses. If loan money is left over, this is refunded to the student.

To apply for a Graduate Stafford Loan, a student must file the FAFSA and complete the Student Loan Request Form (provided by the financial aid office), which SBU will use in the Direct Lending process. Graduate students should complete the FAFSA as an independent student.

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

Graduate Federal PLUS Loans

The Federal Direct Graduate PLUS Loan allows parents of graduate students to borrow up to the cost of attendance minus any other financial aid received. Cost of attendance is defined as education related expenses, such as: tuition, fees, room, board, and books.

Applicants must file the Free Application for Federal Student Aid (FAFSA) and complete the necessary SBU forms before the Graduate PLUS Loan can be awarded.

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

Alternative Loans

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

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

Opportunities for Work

Bona Work Program

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

Other Sources of Aid

American Indian Graduate Center

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

Community & Civic Organizations

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

Employer Tuition Benefits

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

Additional Information

Loan Forgiveness & Income-based Repayment Programs

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

- studentaid.ed.gov
- www.nasfaa.org
- www.hesc.ny.gov
- www.studentloans.gov

Senior Citizen Program

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

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

SBU Alumni Audit Program

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

SBU Army Reserve Officers' Training Corps (ROTC)

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

Veterans Educational Benefits

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

Satisfactory Academic Progress (SAP) Policy for Graduate Students

Full-time graduate students who are recipients of the Title IV federal aid (Federal Direct student loans) must complete their educational objective within a period which is equal to 150% of the expected degree completion time frame (adjustments are made for less than full-time students) and must meet the standards of satisfactory academic progress outlined in the following chart.

At the completion of this semester	1	2	3	4	5	6	7	8	9
A student must have completed this number of credits	6	12	18	24	30	36	42	48	54
And have this cumulative GPA	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0

In addition, each semester a student must successfully complete $\frac{2}{3}$ of the number of courses attempted. A student who fails to meet any of these requirements will be granted one semester with a Warning Status during which they may continue to receive federal student aid. If the student fails to meet satisfactory academic progress requirements at the conclusion of the semester of warning status, they will not be eligible for federal student aid for the subsequent semester. The student may appeal this determination in writing to the Financial Aid Appeals Chair, c/o the Office of Financial Aid. If the appeal is granted, the student will then be placed on financial aid probation for a maximum term of one semester during which he/she will continue to receive federal financial aid.

Please note that full-time is defined as attempting nine (9) credit hours per semester.

This policy applies to financial aid eligibility only. Please see the page for GPA guidelines for continued enrollment and graduation

SCHOOL OF BUSINESS

Dean: Matrecia James, Ph.D.

Phone: (716) 375-2111

Fax: (716) 375-2191

E-mail: mjames@sbu.edu

Website: <http://www.sbu.edu/business>

GRADUATE FACULTY

P. Barretta, Ph.D.

C. Case, Ph.D.

C. Coate, Ph.D., C.P.A.

C. Fischer, Ph.D., C.P.A.

M. Fischer, Ph.D., C.P.A.

M. Gallagher, Ph.D.

M. Kasperski, M.B.A., C.P.A.

D. King, M.B.A., C.P.A.

J. Mahar, Ph.D.

T. Palmer, Ph.D.

N. Pham, Ph.D.

J. Stevens, M.A.

M. Wilson, Ph.D.

C. Wittmeyer, Ed.D.

ACCREDITATION

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

MISSION

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

Our School is inspired by educational excellence in the Catholic Franciscan tradition to develop, for the increasingly complex world of business, critical and ethical thinkers who value discovery, community, belief in the goodness of life and the God-given worth of every individual.

VISION

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

VALUES & PRINCIPLES

In fulfilling our mission, we are guided by our Catholic faith and ever mindful of our Franciscan values, such as individual worth, concern for and service to others, pursuing knowledge for the “sake of truth,” sense of awe for God’s creation, reflection, community, and humility. Our community of learners offers opportunities for broad and deep reflection about how business should operate more responsibly in an increasingly complex and integrated world – and how to lead in that role.

As such, we challenge ourselves daily to integrate the following three principles:

- 1) **Educate each student to meet the challenges of a dynamic global business environment.** Guided by our Franciscan heritage, our curriculum will emphasize the development of leadership, management, teamwork, technical knowledge and critical thinking. We will create an environment

that provides abundant opportunities for interaction among all members of the University community, as well as graduates and business professionals. We strive to bring out the best in every individual, and to prepare our students for the challenges they will face in their professional careers as well as in their personal lives.

- 2) **Improve the education of our students by pursuing scholarship and fostering a culture of discovery.** These activities include making meaningful contributions to education, business practice, academic knowledge, and exploring the role of Franciscan values in the contemporary business world.
- 3) **Manifest our values through lives that include committed citizenship and impactful community service and engagement.** By joining the faculty in community service and engagement, our students will acquire a deeper understanding of themselves, their world, and knowledge about specific information being addressed in our business curriculum. The emphasis is on encouraging a deeper investment in a process that involves a broader, more integrative approach to learning and scholarship. In an increasingly diverse society, this requires that students experience and explore situations that are not ordinarily a part of their lives and, in so doing, provide opportunities for expanding the limits of their knowledge.

Master of Business Administration - M.B.A.

Director: Brian C. McAllister, M.B.A., C.P.A.

Phone: (716) 375-2098

Fax: (716) 375-2191

Email: mba@sbu.edu

Website: www.sbu.edu/mba

PROGRAM FORMAT

The School of Business offers the MBA Program in both face-to-face and online formats. Students enrolled in face-to-face programs may take course either at the University's Buffalo Center or on the Main Campus. All courses are taught predominately by St. Bonaventure faculty.

Students may enroll as part-time for full-time students. Full-time students are those registered for a minimum of 9 credits in any semester.

Weekend Format: Classes are held on Friday evenings from 6 to 9 p.m. and Saturdays from 9 a.m. to 2:30 p.m., predominantly at the University's Buffalo Center, located on the Hilbert College Campus in Hamburg, N.Y. Generally classes meet in 5-week modules. Three modules are offered in the fall and spring semesters and two modules are offered in summer sessions. Students may enter the MBA program at the Buffalo Center at the start of any 5-week sessions.

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

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

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

ADMISSION REQUIREMENTS

- 1) An undergraduate degree from an accredited institution
- 2) GMAT; waived for applicants with an overall undergraduate GPA of 3.30 or better
- 3) Official transcripts from institutions attended
- 4) A resume

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

DEGREE REQUIREMENTS

The MBA Program is open to eligible students from all undergraduate majors. It is a 42 credit (14 course) program consisting of Foundation Courses (9 credits), the Business Core (12 credits), the Graduate Electives (18 credits) and a capstone course (3 credits). The minimum number of credits required for the MBA degree is 30 (excluding Foundation Courses). A detailed plan of study is developed for each student by the M.B.A. program director based on the academic preparation of the student.

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

Foundation Courses include: (9 Credits)

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

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

The Business Core includes: (12 Credits)

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

The Graduate Electives (18 credits) allow students to pursue studies in specific areas of interest. A broad selection of elective courses are offered besides courses listed in the Graduate Catalog from MBA 622 through MBA 699 (excluding MBA 649), additional courses may be available as Special Topics courses (MBA 696 and MBA 698).

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

CONCENTRATIONS

Students may opt to pursue a particular concentration in either accounting, marketing or finance by selecting appropriate elective coursework.

Accounting Concentration (this concentration does not prepare the student for C.P.A. licensure) Electives must include three courses from MBA 615, 622, 623, 641, 652 and 696 no more than one course from MBA 611, 628, 643, 646 and 650

Finance Concentration

Four electives must be selected from MBA 611, 626, 627, 628, 630, 639 or 696

Marketing Concentration

Selected electives must include MBA 636 and 638 and two other courses from MBA 640, 644, 653, 698AC, 698 and no more than one course from MBA 611, 646 and 650

MBA – Professional Accountancy

Students interested in pursuing a 150-hour licensure program and who have the appropriate undergraduate background may enroll in the MBA – Professional Accountancy Program. The foundation, capstone and core course requirements are the same for this program but students are also required to complete MBA 629, 635 and one elective (choosing from MBA 633, 696: Special Topics in Accounting and Finance or 697: Independent Study in Accounting and Finance). The remaining electives may be selected by the student.

COURSE DESCRIPTIONS

(All courses are three credits unless otherwise noted)

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

analysis. Emphasis is centered on the use of these techniques in data analysis.

MBA 516F. Accounting and Finance Foundations. This course is designed to present accounting as the language of business. It defines the basic assumptions, principles, and concepts of accounting. Understanding business enterprises through the assertions included in financial statements is emphasized. The course also introduces the basics of managerial accounting practices as a support system for business decisions and provides an overview of selected topics in corporation finance.

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

MBA 605. Management Information Systems. A survey and overview of modern business computer information systems. The course is the foundation 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, systems analysis and design, telecommunications, database management, artificial intelligence, privacy, security, and new information technologies.

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

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

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

and problems related to global marketing and ethics will be addressed. Case studies will be used.

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

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

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

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

planning, and a number of internal decision models. Prerequisite: MBA 516F.

MBA 622. Federal Taxation. An analytical study of the Federal Income Tax Statutes and regulations relating to the taxation of individuals, partnerships, and corporations. Topics of discussion will include: general concepts of gross income; business and nonbusiness deductions; tax accounting methods and taxable periods; gains and losses on dispositions of property; and basic tax concepts related to partnerships and corporations. Prerequisite: MBA 516F or Permission of Instructor.

MBA 623. Advanced Cost Accounting. A specialized course comprising in-depth analysis of process costing, job-order costing, standard costing, direct costing, and activity based costing. Other topics include cost-volume-profit analysis, relevant costs and revenues, joint and by-products, and budgetary controls and variances. Prerequisite: MBA 516F.

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

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

MBA 627. Derivative Securities and Financial Engineering. This course examines the use and valuation of derivative securities. Emphasis is placed on the techniques of option valuation in the context of the risk neutral pricing paradigm, including the Black-Scholes Option Pricing

Model and the Binomial Option Pricing Model. The use of options and futures as risk management tools for hedgers and speculators is also examined. The course concludes with application of valuation techniques for complex securities. Prerequisites: MBA 515F, 516F, and 517F.

MBA 628. Managerial Economics. Applications of microeconomic theory to business problems. Topics include a review of simple linear and multiple regression techniques, demand and supply, production and cost functions, and a mathematical analysis of the different market models. The tools developed are applied to the study of common problems faced by managers. Applications may include the principal-agent problem, risk, cost management, market structures, strategic pricing, and product differentiation. Some macroeconomic topics may also be discussed. Prerequisites: MBA 515F and MBA 517F.

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

MBA 630. Students in Money Management. The primary purpose of the student investment fund course is to provide business students an opportunity to experience firsthand the management of a real investment portfolio. Using money donated by alumni and others, student will be responsible for determining and monitoring overall asset allocation, for selecting individual equity and fixed income investments that conform to the investment policy statement, and for managing administrative issues. It is a student-run investment portfolio organized much like an independent money management firm with a management team and different functional areas. Therefore, the progress of the fund and implementation of the investment strategy (determinants of your

grade) rely heavily on student initiative.
Prerequisite: MBA 517F.

MBA 632. Human Resource Management. This course involves decision made within an organization that directly affect or influence the people (human resource) employed by the organization. An overview of the following topics include: recruitment and hiring, orientation and training, benefits administration, wage and salary administration, labor relations/conflict resolution, job evaluation/job descriptions, performance appraisal. Safety and health, and compliance with government laws and regulations.

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

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

MBA 636. Marketing Research. This course involves a study of the process of carrying out a marketing research project. Topics include the identification of information needs and research objectives; development of a plan for conducting the research; sample selection and design of research instruments; data collection and analysis; and reporting research results. An attempt is made to have the class conduct empirical studies on typical marketing research problems. Prerequisites: MBA 515F and MBA 612.

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

MBA 639. Behavioral Finance. This course is an exploration of the boundaries between traditional finance and economics (both of which rest heavily on rationality) and psychology that examines the human behavior. The course explores the field from both the financial side as well through psychology and the new field of neuroscience. One of the outcomes of this course is the ability to identify and understand key behavioral biases and how emotions can influence decision making. Prerequisite: MBA 517F.

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

MBA 641. International Accounting. This course is designed to assist students in their development as managers in a global economy. The course emphasizes the differences in financial reporting among countries and the reason why such differences developed. Students will be able to develop a foundation of international accounting methodologies; read and interpret international financial statements; and understand basic international

financial accounting, auditing, and managerial accounting and taxation issues. Prerequisites: MBA 516F and MBA 616 or Permission of Instructor.

MBA 643. International Legal Environment.

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

MBA 644. International Marketing. This course focuses on the problems and issues faced by multinational enterprises in conducting market research, undertaking market segmentation, and developing product, price, distribution and promotional strategies for their overseas markets. The course also examines macro-environmental factors such as economic, political, legal, geographical, and cultural issues that impact international marketing. Prerequisite: MBA 612.

MBA 645. International Management. This course examines the fields of International Management and Comparative Management with a view to providing the student the basic conceptual skills and notions of the discipline. The main objectives of the course are to examine and evaluate existing theory and concepts in the international management area and to develop an appreciation of global management issues. Prerequisite: MBA 613.

MBA 646. International Business: China Studies. This course introduces the student to China, its culture, history and prospects for the future, all with a business focus. The course entails travel to Shanghai, Xi'an, and Beijing. Briefings are conducted by senior management at several U.S. businesses in China.

MBA 647. Organizational Leadership. The primary focus of the course is to teach leadership theory and concepts, to improve

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

MBA 648. Negotiation/Conflict Management.

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

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

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

MBA 651. Systems Analysis and Design. This course provides an overview of system theory. It addresses the techniques for system analysis, testing, and implementation. Special attention is given to computer-based information systems used in the business environment.

MBA 652. Intermediate Financial Reporting.

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

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

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

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

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

MBA 699. Independent Study in Management and Marketing. Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

SCHOOL OF EDUCATION

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 School of Education Phone: (716) 375-2313
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GRADUATE FACULTY

A. Brown, Ph.D.
 N. Casey, Ed.D.
 A. Fisher, Ed.D.
 R. Hauser, Ph.D.

C. Hunt, Ph.D.
 M. Jones-Carey, Ed.D.
 D. Lawrence-Brown, Ph.D.
 C. Siuta, Ph.D.

B. Trolley, Ph.D.
 A. Winkelsas, Ph.D.
 J. Zimmer, Ph.D.
 C. Zuckerman, D.Ed.

Master of Science in Education (MSED)

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

Master of Science (MS)

- Counselor Education
 - Clinical Mental Health

Master of Science in Education (MSED) plus Certification

- Adolescence Education (7-12)

Certification Programs

- Educational Leadership
 - School Building Leader
 - School District Leader

Advanced Certificate of Specialization

- Differentiated Instruction
- School Counseling
- Teaching Students with Exceptionalities

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

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

OFFICE OF FIELD SERVICES

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

The Office of Field Services compiles and tracks documentation for candidate progress through program gates, provides information on licensure exams, clearances, and professional liability and arranges for school placements. Teacher Education candidates may not approach partner schools directly, but must work through the Office of Field Services to arrange placements. Counselor Education and Educational Leadership candidates who are already employed in a school district and plan on completing field work in their place of work must furnish the Office of Field Services with the name and contact information of site and proposed site supervisor.

The office houses a certification officer who will recommend candidates who complete registered programs at St. Bonaventure for certification in New York State. The certification officer will counsel candidates seeking out of state certification.

SCHOOL OF EDUCATION

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

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

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

In all School of Education graduate degree programs, students complete a common graduate research course to support and enhance graduate-level study in education professions. **CE/EDUC 500 Research Methods** provides students with the skills to critique and interpret research, as well as to posit and investigate action research problems generated in school and community settings.

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

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

programs have the same admission and academic requirements and are taught by St. Bonaventure faculty.

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

ADMISSION DATE REQUIREMENTS

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

DIFFERENTIATED INSTRUCTION

Director: René Hauser, Ph.D.

Phone: (716) 375-4078

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Email: rhauser@sbu.edu

Website: www.sbu.edu/aip

MSED in Differentiated Instruction

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

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

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

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

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

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

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

INFORMATION ABOUT CERTIFICATION

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

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

ADMISSION REQUIREMENTS

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

- 1) Special education teaching certification (or letter of eligibility)
- 2) Interview
- 3) Transcripts from all colleges previously attended
- 4) References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
- 5) Writing sample
- 6) Test scores: GRE, MAT or another substantially equivalent test
- 7) Additional information, if requested by program director

COMPLETION TIME

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

DEGREE REQUIREMENTS

Required courses (30 hours, each three credits)

EDUC 500	Research Methods
EDUC 615	Using Data for School Improvement
DIFF 503	Assessment of Students with Exceptionalities
DIFF 504	Communication and Collaboration Skills for Standards-based Inclusive Education
DIFF 506	Language, Literature, and Communication for Students with Exceptionalities
DIFF 510	Differentiated Instructional Strategies

DIFF 511	Foundations of Inclusive Education
DIFF 512	Advanced Behavioral Strategies
DIFF 515	Assistive Technology
DIFF 598	Contemporary Field Research and Practicum in Standard-based Differentiated Instruction

FIELD-EXPERIENCE REQUIREMENTS

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

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

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

EXIT CRITERIA

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

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

MSED in Differentiated Instruction – Special Education

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

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

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

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

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

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

INFORMATION ABOUT CERTIFICATION

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

This MSED meets the criteria for, and may be used in partial fulfillment of, the requirements for professional (permanent) teacher certification in New York, and also meets the coursework requirement for the gifted education extension as well as the Students with Disabilities certification in one developmental area (B-2, 1-6, or 7-12 generalist).

ADMISSION REQUIREMENTS

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

- 1) Teaching certification (or letter of eligibility)
- 2) Interview
- 3) Transcripts from all colleges previously attended
- 4) References (2)
 - c. Ability to do graduate work
 - d. Success as a teacher
- 5) Writing sample
- 6) Test scores: GRE, MAT or another substantially equivalent test
- 7) Additional information, if requested by program director

COMPLETION TIME

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

DEGREE REQUIREMENTS

Required courses (33 hours, each three credits except for DIFF COMP and DIFF CPSD - 0 credits)

EDUC 500	Research Methods
EDUC 615	Using Data for School Improvement

DIFF 503	Assessment of Students with Exceptionalities
DIFF 504	Communication and Collaboration Skills for Standards-based Inclusive Education
DIFF 506	Language, Literature, and Communication for Students with Exceptionalities
DIFF 510	Differentiated Instructional Strategies
DIFF 511	Foundations of Inclusive Education
DIFF 512	Advanced Behavioral Strategies
DIFF 515	Assistive Technology
DIFF 590B or DIFF 590C or DIFF 590G	Extended Practicum for Graduate Education - Students with Disabilities
DIFF 598	Contemporary Field Research and Practicum in Standard-based Differentiated Instruction
DIFF COMP	Comprehensive Exams
DIFF CPSD	Comprehensive Examinations-Students w/Disabilities

FIELD-EXPERIENCE REQUIREMENTS

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

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

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

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

EXIT CRITERIA

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

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

Post-Master's Advanced Certificate in Differentiated Instruction

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

INFORMATION ABOUT CERTIFICATION

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

ADMISSION REQUIREMENTS

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

- 1) Candidate holds a teaching certificate and a Master's degree
- 2) Transcripts from all colleges previously attended
- 3) References
 - a. Ability to do graduate work
 - b. Success as a teacher
- 4) Interview
- 5) Writing Sample
- 6) Test scores: GRE, MAT or another substantially equivalent test
- 7) Additional information, if requested by program director

COURSE REQUIREMENTS

Required courses (15 hours, each three credits)

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

FIELD-EXPERIENCE REQUIREMENTS

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

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

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

EXIT CRITERIA

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

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

Advanced Certificate in Teaching Students with Exceptionalities

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

INFORMATION ABOUT CERTIFICATION

This program does not lead to a teaching certificate.

ADMISSION REQUIREMENTS

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

- 1) Candidate holds a teaching certificate
- 2) 3.0 GPA in undergraduate or previous graduate degree
- 3) Transcripts from all colleges previously attended
 - a. Ability to do graduate work
 - b. Success as a teacher
- 4) Interview
- 5) Writing Sample
- 6) Additional information, if requested by program director

COURSE REQUIREMENTS

Required courses (12 hours, each three credits)
DIFF 503 Assessment of Students with Exceptionalities
DIFF 510 Differentiated Instructional Strategies
DIFF 511 Foundations of Inclusive Education
DIFF 512 Advanced Behavioral Strategies

FIELD-EXPERIENCE REQUIREMENTS

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

EXIT CRITERIA

In order to successfully complete the program, a student must achieve a 3.0 GPA in all courses.

COUNSELING

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Email: csuita@sbu.edu

Website: <http://www.sbu.edu/academics/schools/education/graduate-degrees-certificates>

MSED in Clinical Mental Health Counseling

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

INFORMATION ABOUT MENTAL HEALTH COUNSELOR LICENSE & SCHOOL COUNSELOR CERTIFICATION

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

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

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

ADMISSION REQUIREMENTS

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

- 1) Application for admission
- 2) Statement of Intent/writing sample (questions provided)

- 3) Transcripts from all colleges previously attended
- 4) Two References - Ability to do graduate work
- 5) Interview
- 6) Additional information, if requested by program director

FIELD-EXPERIENCE REQUIREMENTS

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

Clinical Mental Health Counseling to Earn Master of Science

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

DEGREE REQUIREMENTS (60 hours)

Required courses (each three credits)

CE 500	Research Methods
CE 510	Introduction to the Profession of Counseling
CE 511	Advanced Human Growth and Development
CE 530	Theories and Techniques of Counseling
CE 540	Abnormal Psychology
CE 550	Group Counseling
CE 560	Psychological Testing and Assessment
CE 570	Career Counseling
CE 610	Practicum in Counseling
CE 625A	Internship 1: CMH Counseling
CE 625B	Internship 2: CMH Counseling
CE 634	Interventions in School and CMH Counseling
CE 636	Seminar in Clinical Mental Health Counseling
CE 637	Management of Clinical Mental Health Programs
CE 638	Multicultural Counseling
CE 640	Introduction to Addictions
CE 642	Introduction to Crisis Counseling
CE 649	Family and Couples Counseling

Electives (6 credits)

Two electives

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

www.oasas.state.ny.gov/sqa/credentialing/CASACprocess.cfm

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

EXIT CRITERIA

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

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

MSED in School Counseling

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

INFORMATION ABOUT CERTIFICATION

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

ADMISSION REQUIREMENTS

- 1) The admission committee reviews the following in considering candidates for this program:
- 2) Application for admission
- 3) Statement of Intent/writing sample (questions provided)
- 4) Transcripts from all colleges previously attended
- 5) Two References – Ability to do graduate work
- 6) Interview
- 7) Additional information, if requested by program director

FIELD-EXPERIENCE REQUIREMENT

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

DEGREE REQUIREMENTS (48 hours)

Required courses (42 hours, each three credits)

CE 500	Research Methods
CE 510	Introduction to the Profession of Counseling
CE 511	Advanced Human Growth and Development
CE 530	Theories and Techniques of Counseling
CE 540	Abnormal Psychology
CE 550	Group Counseling

CE 560	Psychological Testing and Assessment
CE 570	Career Counseling
CE 610	Practicum in Counseling
CE 620A	Internship 1: School Counseling
CE 620B	Internship 2: School Counseling
CE 630	Management of School Counseling Programs
CE 634	Interventions in School and CMH Counseling
CE 638	Multicultural Counseling

Electives (6 credits)

Two electives

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

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

EXIT CRITERIA

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

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

MS in Clinical Mental Health Counseling

The degree prepares individuals for careers as counselors in colleges, mental health agencies, and other social service agencies. The degree provides extended research-based knowledge in the areas of group and individual counseling, counseling techniques, testing and diagnosis, and mental health counseling issues and practices. This degree includes a thesis requirement. See more about the thesis process in the Degree Requirements section on page 21.

ADMISSION REQUIREMENTS

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

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

INTERNSHIP REQUIREMENT

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

DEGREE REQUIREMENTS (60 hours)

Required courses (51 hours, each three credits)

EDUC500	Research Methods
CE 510	Introduction to the Profession of Counseling
CE 511	Advanced Human Growth and Development
CE 530	Theories and Techniques of Counseling
CE 540	Abnormal Psychology
CE 550	Group Counseling
CE 560	Psychological Testing and Assessment
CE 570	Career Counseling
CE 610	Practicum in Counseling
CE 625A	Internship 1: CMH Counseling
CE 625B	Internship 2: CMH Counseling
CE 634	Interventions for School and CMH Counseling
CE 636	Seminar in Community Clinical Mental Health Counseling
CE 637	Management of Clinical Mental Health Programs
CE 638	Multicultural Counseling
CE 649	Family and Couples Counseling
CE 699	Master's Thesis

Electives (9 credits)

Three electives

EXIT CRITERIA

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

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

Advanced Certificate of Specialization in School Counseling

Additional coursework is available for post-master's degree students seeking advanced certification in School Counseling. Admission to this program is accomplished through application to the School of Graduate Studies.

The advanced certificate is comprised of 12 credits to include: **CE 631. Seminar in School Counseling; CE 621. Advanced Internship in School Counseling; CE 650. School Counseling and Special Education** plus one 3-credit-hour elective selected from graduate CE courses.

For further information, contact Chris Siuta at (716) 375-2114 or via email at csuita@sbu.edu.

SCHOOL ADMINISTRATION

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MSED in Educational Leadership

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

INFORMATION REGARDING CERTIFICATION

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

Students who seek New York administrative certification without the master's degree should apply for the SBL Advanced Certification program. Candidates recommended for administrative certification are those who have completed the program of studies provided by the program adviser.

ADMISSION REQUIREMENTS

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

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

TRANSFER CREDITS

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

DEGREE REQUIREMENTS

Required courses (30 hours, each three credits except for EDL 599A – 1 credit and EDL 599B – 2 credits)

EDUC 500	Research Methods
EDUC 505	Technology for Educators and Counselors
EDL 515	Leadership for the Principalship
EDL 522	School and Community Relationships
EDL 523	School Law
EDL 524	School Finance
EDL 535	Evaluation and Supervision of Instructional and Other Staff
EDL 542	Special Education for School Administrators
EDL 599A	Practicum
EDL 599B	Internship
EDUC 615	Data Analysis for School Improvement

FIELD-EXPERIENCE REQUIREMENTS

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

- 1) The first field experience is the 1 credit EDL 599A Practicum requiring 200 clock hours. A student may begin the Practicum once the first three school building level educational leadership courses are completed. The Practicum may be in either the elementary or secondary setting.
- 2) The second field experience is the 2 credit EDL 599B Internship, requiring 400 clock hours. The Internship must be at the opposite school setting as the Practicum. For example, if the Practicum is completed in an elementary setting, then the Internship will be in a secondary setting.

A student may register for and begin the Practicum and Internship after completing three school building level educational leadership courses.

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

EXIT CRITERIA

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

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

School Building Leader Advanced Certification

This is a school administrator certification program only and prepares students for administrative leadership at the school building level. It is for elementary and secondary teachers or counselors seeking positions as school building administrators at some time in their careers. The 24-credit program

provides students with extended research-based knowledge in areas such as leadership, school and community relations, school finance, school law, evaluation and supervision; standards-based curriculum and special education for school administrators. This program is offered in a hybrid format of online and in-person instruction. Upon completion of the registered program, candidates will receive a Certificate of Program Completion.

INFORMATION ABOUT CERTIFICATION

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

ADMISSION REQUIREMENTS

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

- 1) Master's degree in Education or certification-related area
- 2) K-12 School Experience (three years)
- 3) Teaching or Counseling Certification
- 4) Transcripts from all colleges previously attended
- 5) Two references (one from supervising principal or superintendent)
 - a. Ability to do graduate work
 - b. Success as a teacher/counselor
- 6) Interview
- 7) Writing Sample
- 8) Test scores: GRE, MAT or another substantially equivalent test
- 9) Additional information, if requested by program director

TRANSFER CREDITS

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

CERTIFICATION REQUIREMENTS

Required courses (24 hours, each three credits except for EDL 599A - 1 credit and EDL 599B - 2 credits)

EDL 515	Leadership for the Principalship
EDL 522	School and Community Relationships
EDL 523	School Law
EDL 524	School Finance
EDL 535	Evaluation and Supervision of Instructional and Other Staff
EDL 542	Special Education for School Administrators
EDL 599A	Practicum
EDL 599B	Internship
EDUC 615	Data Analysis for School Improvement

FIELD-EXPERIENCE REQUIREMENTS

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

- 1) The first field experience is the 1 credit EDL 599A Practicum requiring 200 clock hours. A student may begin the Practicum once the first three school building level educational leadership courses are completed. The Practicum may be in either the elementary or secondary setting.
- 2) The second field experience is the 2 credit EDL 599B Internship requiring 400 clock hours. The Internship will be at the opposite school setting as the Practicum. For example, if the Practicum is completed in an elementary setting, then the Internship will be in a secondary setting.

A student may register for and begin the Practicum and Internship after completing three school building level educational leadership courses.

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

EXIT CRITERIA

- 3) A cumulative GPA of at least 3.0
- 4) Successful completion of the Practicum and Internship
- 5) Submission of a satisfactory standards-based electronic portfolio showing professional growth and accomplishments during the coursework and field experiences

UPGRADE TO EDUCATIONAL LEADERSHIP

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

School District Leader Advanced Certification

This is a school district level certification program only and prepares students for administrative leadership at the school district level. It is for school building leaders/administrators seeking positions as school district level administrators at some time in their careers.

This is a 30-credit program that includes up to 18 credits from a School Building Leader program (taken at St. Bonaventure or elsewhere). There are 12 credit hours required for the School District Leader certification program.

The program provides students with extended research-based knowledge in areas such as negotiations, leadership for the superintendence, central office leadership. Upon completion of the registered program, candidates will receive a Certificate of Program Completion.

INFORMATION ABOUT CERTIFICATION

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

ADMISSION REQUIREMENTS

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

- 1) Master's in Education or certification-related area
- 2) K-12 School Experience (three years in New York)
- 3) Teaching or Counseling Certification
- 4) School Building Level Certification or at least 18 credits of school building course credits
- 5) Transcripts from all previous colleges attended
- 6) Two references (one from supervising principal or superintendent)
 - a. Ability to do graduate work
 - b. Success as a school building level administrator
- 7) Interview
- 8) Writing Sample
- 9) Test scores: GRE, MAT or another substantially equivalent test
- 10) Additional information, if requested by program director

TRANSFER CREDITS

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

CERTIFICATION REQUIREMENTS

Required courses (12 hours, each three credits except for EDL 698A – 1 credit and EDL 698B – 2 credits)

EDL 610	Negotiations
EDL 620	Superintendency
EDL 630	Central Office Leadership
EDL 698A	Practicum
EDL 698B	Internship

Required courses for New York SDL.

FIELD-EXPERIENCE REQUIREMENTS

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

- 1) The first field experience is the 1 credit EDL 698A Practicum. The Practicum requires 90 clock hours.
- 2) The second field experience is the 2 credit EDL 698B Internship requiring 90 clock hours.

A student may begin the Practicum and Internship once the first two district level educational leadership courses are completed.

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

EXIT CRITERIA

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

LITERACY

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MSED in Adolescent Literacy (Grades 5-12)

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

INFORMATION ABOUT CERTIFICATION

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

ADMISSION REQUIREMENTS

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

- 1) Teaching certificate in matching area (Middle, Adolescence) in hand or pending
- 2) Transcripts from all previous colleges (3.0 GPA)
- 3) References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
- 4) Interview
- 5) Writing sample

- 6) Test scores: GRE, MAT or another substantially equivalent test
- 7) Additional information, if requested by program director

DEGREE REQUIREMENTS

Required courses (30 hours, each three credits except for READ 599 – 0 credits)

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

PRACTICUM/INTERNSHIP REQUIREMENT

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

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

EXIT CRITERIA

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

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

MSED in Childhood Literacy (Birth-Grade 6)

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

INFORMATION ABOUT CERTIFICATION

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

ADMISSION REQUIREMENTS

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

- 1) Teaching certificate in matching area (Childhood Education, Early Childhood Education) in hand or pending
- 2) Transcripts from all previous colleges (3.0 GPA)
- 3) References (2)
 - a. Ability to do graduate work
 - b. Success as a teacher
- 4) Interview
- 5) Writing sample
- 6) Test scores: GRE, MAT or another substantially equivalent test
- 7) Additional information, if requested by program director

DEGREE REQUIREMENTS

Required courses (30 hours, each three credits except for READ 599 – 0 credits)

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

PRACTICUM/INTERNSHIP REQUIREMENT

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

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

EXIT CRITERIA

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

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

Adolescence Education

Director: Amanda Winkelsas, Ph.D.

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MSED Adolescence Education (Grades 7-12)

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

physics and earth science. The program is an 18-month program that usually begins in May with graduation in December of the following year.

INFORMATION ABOUT CERTIFICATION

Upon completion of this program, candidates will be recommended for certification in New York State by the Office of Field Services.

ADMISSION REQUIREMENTS

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

- 1) A bachelor's degree or thirty credit hours in an arts or sciences majors in the subject area of teaching certification from an accredited college or university
- 2) Transcripts from all previous colleges showing a GPA of 3.0 in undergraduate coursework or in a previous master's degree
- 3) Successful completion of at least six credit hours of college level credit in each of the following content areas: English, math, science, social studies, and a language other than English. Sign language may be used for the language requirement
- 4) Interview
- 5) Writing sample
- 6) Two letters of recommendation: one letter related to your ability to do graduate work and one letter from someone who has observed you working with children or youth
- 7) Successful completion of the following NYS Teacher Certification Exams (ALST and Content Specialty Test). Language candidates are required to take the Oral Proficiency Interview (OPI)
- 8) Test scores: GRE, MAT, SAT, ACT or another substantially equivalent test
- 9) Additional information, if requested by program director

DEGREE REQUIREMENTS

Required courses (39 hours, each thee credits except for EDUC 524 – 2 credits, EDUC 524A, 524B, 524C, 524D, 524E – 1 credit)

DIFF 510	Differentiated Instructional Strategies
READ 525	Problems of Literacy in the Secondary School
READ 560	Reading in the Content Areas
EDUC 500	Research Methods
EDUC 505	Technology for Educators and Counselors (offered on SBU campus only)
EDUC 510	Advanced Human Growth and Development
EDUC 523	Designing and Delivering Instruction
EDUC 524	Methods and Models for Special Subjects

One of the following:

EDUC 524A	Secondary English Methods
EDUC 524B	Secondary L.O.T.E. Methods
EDUC 524C	Secondary Math Methods
EDUC 524D	Secondary Science Methods
EDUC 524E	Secondary Social Studies Methods
EDUC 526	Managing Instruction and Behavior
EDUC 528	Legal and Ethical Issues for Educators

EDUC 533	History and Foundations of Curriculum
EDUC 540	Evaluating Learners and Learning
EDUC 588	Secondary Student Teaching: 7-12

(Prerequisite: all coursework completed)

FIELD EXPERIENCE REQUIREMENTS

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

EXIT CRITERIA

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

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

COURSE DESCRIPTIONS

(All courses are three credits unless otherwise noted)

CE 500. Research Methods. This course helps educators and counselors exercise and expand their critical thinking skills by critique and generation of research projects or publications. The course aims to make teaching and counseling work easier and more effective by developing skills to solve research problems. Candidates will recognize the characteristics of well-designed research and be able to identify what methodologies for data collection and analysis may be used given the research questions, as well as write acceptably formatted research papers.

CE 505. Technology for Educators and Counselors. This course will develop understanding, perspective, competence and leadership in the use of information technology in education settings. Part of the course will be offered over the Internet to provide students

with hands-on experience and allow the student to gain a working appreciation of the value of this educational medium.

CE 510. Introduction to the Profession of Counseling. This course is designed to acquaint students with the field of counseling. This is the introductory graduate course in counseling in which a general overview and survey of the profession are provided. Roles and responsibilities of counselors across a variety of settings are examined. Professional ethical and legal issues are explored. (Fall, Spring)

CE 511. Advanced Human Growth and Development. (cross-listed with EDUC 510) The course addresses development and cognitive processes governing learning from conception to death. Normative, non-normative and historical effects within childhood, adolescence,

adulthood and later life are presented. Formal developmental and learning theory is emphasized in conjunction with practical interpretation and application. The course provides an orientation and background for sound educational practices.

CE 530. Theories and Techniques of Counseling. To acquaint the student with the basic knowledge base and skills required for the practice of counseling. Classroom work will focus upon the development of specific counseling skills. Students will use role play, audio and videotapes to facilitate the learning process. Additionally, students will explore counseling theory and research.

CE 540. Abnormal Psychology. To acquaint the beginning graduate student with the field of abnormal psychology with emphasis on the definitions and distinctions between the various abnormal disorders, an introduction to the current research in the field, a discussion of the numerous continual controversial issues and a review of the data-based treatment approaches. In addition, this course will assist the graduate student to understand the nature, needs, and problems of individuals at all developmental levels over the life span and to understand the nature, needs, and problems of a multicultural and diverse society.

CE 550. Group Counseling. This course provides a basic introduction to group process and group counseling. The class will blend theory with practice. The course will explore various theoretical approaches to group practice as well as the four group work specializations developed by the Association for Specialists in Group Work: Task, Psychoeducational, Counseling, and Psychotherapy.

CE 560. Psychological Testing and Assessment. To acquaint the student with the basic foundations of testing and assessment and to provide the student with broad knowledge and experience in test selection, use and interpretation within the counseling process. The course also provides practical experience in

test selection, administration and interpretation.

CE 570. Career Counseling. To introduce the student to the psychology and sociology of career development and to the theory and practice of career counseling and education. The focus upon development from childhood through adulthood provides examination of career counseling strategies in both schools and community agencies.

CE 610. Practicum in Counseling. This course is designed to expose the student to the practice of counseling with individuals under direct supervision. Students will meet with actual clients in a school based setting. The course is designed to facilitate the integration and application of theory and skill gained in earlier course work.

CE 620A. Internship I in School Counseling. This course is designed to provide counseling interns with an opportunity to perform all activities that a regularly employed school counselor would be expected to perform. Students seeking certification in school counseling must complete a minimum of 300 clock hours in an approved school setting under the supervision of a certified school counselor with at least two years of experience. Professional portfolios are developed. Prerequisites: Formal faculty approval following successful completion of the Practicum.

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

topics as: state education standards; administration functions; special education, consultation with other education professionals; classroom management; school law; and community resources.

CE 621. Advanced Internship in School

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

CE 625A. Internship 1: CMH Counseling. To provide the student with the opportunity to work within the field as a counseling intern. Primary supervision of the intern will be conducted by the counselor on site. Students will work in an agency setting. A total of 300 clock hours are required of all students.

CE 625B. Internship 2: CMH Counseling. Designed to provide agency counseling interns with an opportunity to build upon the learning experiences of CE 625A.

CE 626. Advanced internship in CMH. This class is designed to provide agency students with an opportunity, after receiving the master's degree, to build upon the learning experiences of Internship I and II and apply their skills and knowledge as professionals as they integrate into the field, while still receiving support and training from the field supervisor and the university instructor. Prerequisite: completion of the master's degree, maintenance of ACA membership and liability insurance, faculty approval and acceptance into the Advanced Certification Program.

CE 630. Management of School Counseling Programs. To provide students with knowledge and skills in the management of school-based counseling programs. Topics to be examined include needs assessment, program development, time management, consultation within the system and community, intervention strategies, evaluation and public relations.

CE 631. Seminar in School Counseling. This course is designed to provide school counselors with a forum to explore and discuss the literature, practice, and current issues associated with school counseling. Sample topics for discussion include ethics, certification, special client populations (e.g. children with disabilities, children who are grieving); legislation professional organizations, current issues (e.g. supervision, peer mediation and conflict resolution, motivation, state standards, and evaluation of school counseling services. This course is required for school counselors seeking permanent certification.

CE 634. Interventions for School and CMH Counseling. This is an intermediate class designed to improve the clinical skills of graduate students in Counselor Education by providing them with an in-depth application experience in the Multidimensional Approach to the diagnosis and treatment of psychological disorders of children and adults. This approach emphasizes the genetic, biological, race, gender, class, religious difference, sexual orientation and social learning factors as they influence the individual and their psychological disorder.

CE 636. Seminar in Clinical Mental Health Counseling. This course is designed to provide a forum to explore and discuss the literature, practice and current issues associated with community mental health counseling. Topics for discussion will include ethics, licensure, certification, special client populations, legislation, and professional organizations. It will be expected that students utilize knowledge obtained from their graduate program classes and insights from the internship experience to explore these issues and potential solutions.

CE 637. Management of Clinical Mental Health Programs. This course is designed to provide an opportunity for the student to integrate the knowledge and skills learned in the academic program with the experiences with-in an agency setting. The seminar is offered in cooperation with local mental health professionals and includes on-site visits.

CE 638. Multicultural Counseling. This course provides an introduction to cross cultural counseling. The course examines three distinct areas: cultural awareness, knowledge of other cultures, and allows students to look at the skills component. Students are taught through lectures, exercises, videotapes and guest speakers. The course offers an introduction to the lifelong continuous journey of counseling clients from diverse populations.

CE 640. Introduction to Addictions. Students will obtain an overview of: abused substances and addictions; the addiction field, including treatment approaches and modalities; theoretical models applied to understanding abuse and addictions; trends in alcohol and other drug (AOD) use, abuse, addiction and treatment.

CE 641. Psychopharmacology and Addictions. This course is designed to be an introduction to the field of psychopharmacology and how it applies to addictions. Students will obtain an overview of a gamut of drugs and their classifications, site of action, use, interactions, abuse, and addiction. In addition, the biological and psychosocial aspects of dependency are addressed.

CE 642. Introduction to Crisis Counseling. This course is intended to introduce the Counselor Education Student to crisis counseling in community, mental health, and school settings. During this course: a) Students will become knowledgeable of theories of crisis counseling; b) Students will be introduced to techniques of crisis counseling, including ethical and multicultural issues; c) Students will become familiar with settings, assessment techniques, diagnoses, and situations requiring

crisis counseling; d) Students will become familiar with local agencies and schools crisis intervention plans, and how they are coordinated with county crisis planning and management; and e) Students will become familiar with emerging professional counseling career opportunities in crisis counseling.

CE 643. Counseling for Trauma-Causing Events. This course will provide the student with working knowledge in several important areas of crisis and emergency counseling interventions in community mental health agencies, hospital emergency and psychiatric departments, and schools with emphasis on knowledge and skills for trauma assessment and treatment, crisis management, bereavement in crisis and emergency situations, pain management in emergency situations, evaluation of psychiatric emergencies. CE 642 is recommended but not required as pre-requisite.

CE 644. Medical, Psychological & Vocational Aspects of Disability. To provide students with a fundamental understanding of the etiology, manifestation, and prognosis of a gamut of medical conditions and their resulting developmental, emotional, physical, and or psychiatric disabilities. These conditions are addressed within the environmental context of individuals. Functional, psychosocial, cultural and vocational implications of these disabilities are identified, empirically based rehabilitation methodologies are discussed, and the rehabilitation counselor's role within a medical team is elaborated.

CE 645. Management of Rehabilitation Counseling Programs. To provide students with an overview of the vocational rehabilitation process; disability, case and caseload management; forensic, substance abuse and psychiatric rehabilitation; school to work transition; community resources and coordination; and work with special populations. Legislative, historical and philosophical roots of rehabilitation counseling are addressed, in addition to current issues and trends in rehabilitation.

CE 646. Psychiatric & Vocational

Rehabilitation. To introduce students to the types of psychiatric issues, resulting disabilities and rehabilitation practices. Specifically, students are exposed to the history, mission, principles, and practice of psychiatric rehabilitation. Issues related to consumer empowerment, advocacy, community integration, vocational paths and family intervention are addressed.

CE 647A. Internship I: Rehabilitation

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

CE 647B. Internship II: Rehabilitation

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

CE 649. Couples and Family Counseling. This is an introductory course offered annually to acquaint the student with the fundamentals of family and marriage counseling. The student would be introduced to the predominant theories and specific techniques of marriage and family counseling. The course will discuss typical and atypical examples of family development to make students aware of a multi-cultural and diverse society.

CE 650. School Counseling and Special Education. This graduate counseling course is aimed at providing school counselors, especially those without a prior teaching degree, with a

general introduction to the special education field as it relates to counseling. The following areas will be explored: 1) Classification categories, terminology and education laws, 2) Counseling assessment, intervention and case management tools, 3) Roles and responsibilities of school counselors within the special education team, and 4) Current issues.

CE 651. Assessment with Children. This is an on-line intermediate course designed to improve the clinical skills of the graduate students who have taken introductory courses in Developmental Psychology, Techniques of Counseling and Testing and Assessment. Students will learn how to administer, score and interpret a test better designed to assist with treatment planning. The research and techniques of treatment protocols for children will be explained in detail.

CE 652. Brief Therapy. This is a course to introduce the underlying assumptions, concepts, and techniques of Solution-Focused Brief Therapy. It will compare and contrast the post-modern philosophy of counseling with that of the medical framework most associated with the counseling field.

CE 653. Child Advocacy Studies I. This course is the introductory course for child advocacy studies. This course covers the history, comparative perspectives, the legal framework, responses to child maltreatment, the skills necessary to do the work, other pertinent issues pertaining to child maltreatment and child advocacy, and the future. The field of child maltreatment is fraught with controversy, this class focuses on these controversies. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal, or other areas where knowledge of child maltreatment and advocating for children might be necessary.

CE 654. Child Advocacy Studies II. This course focuses on the responses of professionals to allegations of child maltreatment. The purpose of this course is to expand the student's

knowledge and skills in identifying, investigating and prosecuting child maltreatment. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal and other areas where knowledge of child maltreatment investigation and advocacy are necessary.

CE 655. Child Advocacy Studies III. The purpose of this course is to prepare students to recognize the effects of child maltreatment and apply interventions strategies for children and their families. Multidisciplinary approaches to prevention, advocacy and treatment of child maltreatment survivors will be presented and discussed. The course is designed for students majoring in criminal justice, education, social work, sociology, psychology, nursing, paralegal or other areas where knowledge of child maltreatment and advocating for children will be necessary. An experimental lab for this course involves court room observation and interaction with children.

CE 660. Special Topics in Counseling Psychology. To provide students with intensive study on a particular topic in the field of Counseling. (Fall, Spring)

CE 661. Grief Counseling: Coping with Loss and Understanding the Grief Process. In this course, a myriad of losses are discussed, including but not limited to: death, divorce, disability, employment, war, and infertility. Differential grief responses are addressed, and a gamut of assessment and intervention strategies are identified, in order to assist the person who is grieving, cope with the loss in a positive manner. What constitutes 'pathological grief' will be reviewed, as well as, cultural responses to, and rituals in regard to, the grieving process. Students will increase their own self-awareness as to their loss experiences and grieving mechanisms. Community resources related to grief, such as support groups and Hospice, will be discussed, as well as numerous online tools.

CE 698. Independent Study. Study and research conducted under the supervision of a faculty member in an area of interest mutually shared by the student and supervisor.

CE 699. Master's Thesis. The thesis involves substantial research work on a topic identified by the student and approved by the thesis adviser. (0 credits)

DIFF 503. Assessment of Students with Exceptionalities. The course content is designed to provide a broad overview of assessment, diagnosis, and evaluation of students with exceptionalities, including those with special gifts and talents and/or disabilities. A variety of assessment strategies, including authentic assessment and curriculum based assessment, along with criterion-referenced tests and norm-referenced tests are introduced in reference to standards in English/Language Arts, Math/Science/Technology, and Social Studies. Course content also includes current issues regarding inclusion, educational reform and emerging directions in the field.

DIFF 504. Communication and Collaboration Skills Standard-Based Inclusive Education. This course centers on the development of effective communication and collaboration skills for building and maintaining inclusive support systems for students with exceptionalities. The creation of alliances and affiliations among school and community entities and the provision of mutual academic, social, emotional, and technical support systems for students with exceptionalities, ranging from those with significant learning and behavior problems to special gifts and talents, will be examined within the framework of the family, school, and community. Co-teaching models and strategies to support inclusive classrooms and communities will be examined. Systemic approaches, including those that facilitate successful school change and safe schools, will be explored.

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

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

DIFF 510. Differentiated Instructional Strategies.

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

DIFF 511. Foundations of Inclusive Education.

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

DIFF 512. Advanced Behavioral Strategies.

The course content includes individualized positive behavioral supports and strategies aimed at identifying and defining target behaviors, observing and identifying factors within the instructional setting which may

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

DIFF 515. Assistive Technology.

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

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

Extended practicum is the culminating experience in the professional preparation of teachers. The extended practicum experience consists of 250 hours of teaching in a classroom under the guidance of a mentor teacher who is certified to teach students with disabilities at the Birth-2 (Early education) level. Students are expected to apply appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

DIFF 590C. Extended Practicum for Graduate Education - Students with Disabilities (Grades 1 - 6). Extended practicum is the culminating experience in the professional preparation of teachers. The extended practicum experience consists of 250 hours of teaching in a classroom under the guidance of a mentor teacher who is certified to teach students with disabilities at the 1 - 6 grade level (childhood). Students are expected to apply appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

DIFF 590G. Extended Practicum for Graduate Education - Students with Disabilities (Grades 7 - 12). Extended practicum is the culminating experience in the professional preparation of teachers. The extended practicum experience consists of 250 hours of teaching in a classroom under the guidance of a mentor teacher who is certified to teach students with disabilities at the 7 - 12 grade level. Students are expected to apply appropriate differentiated instruction to meet individual needs, develop both long and short-term plans to implement curriculum, use technology to enhance instruction, develop and administer appropriate assessment strategies, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

DIFF 598. Contemporary Field Research and Practicum in Standards-based Differentiated Instruction. This course includes an 85-hour practicum providing instruction for students in P-12 settings that may be identified as gifted/talented. The field experience is individualized to meet the needs of particular students; consequently, students must meet with the adviser to plan this experience. Students will propose their individualized experiences through an application process; the application must be submitted by mid-semester prior to the semester during which the student takes the course. Students also complete an individualized

field-based research project, including IRB approval, data collection and analysis, submission of a written report and public presentation of the project. Submission of an electronic portfolio showing professional growth and accomplishments is also required.

EDL 515. Leadership for the Principalship. This course focuses on the role and functions of the building principal in the selection, assignment, and orientation of staff; personnel problems; administration of the curriculum; course scheduling; collective bargaining; office and plant management; and community relations. Students examine fundamental process and functions of educational management, including leadership styles, delegation, conflict resolution, problem-solving, and planning. Attention is paid to the functions of power, authority, change, ethics, and leadership. (Fall)

EDL 522. School and Community Relationships. Students learn to communicate effectively with various cultural, ethnic, racial, and special interest groups within the community and learn to involve them appropriately in policy development, assessment, and planning. Students learn to design and implement community school concepts, community needs assessments, community participation projects, and community education. Students develop an understanding of community power structures, and major opinion leaders and their relationships to the school. Students develop an effective and interactive staff communications plan and public relations program. (Spring)

EDL 523. School Law. Students learn sources of and learn to apply knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education. Students will apply knowledge of common law and contractual requirements and procedures in an education setting regarding tort liability, contract administration, formal hearings, etc. Attention will be paid to the legal structure for education, as well as the rights and responsibilities of school personnel, parents and students. (Fall)

EDL 524. School Finance. Students learn basic principles of financing public schools, taxation, budget analysis, financial management and fiscal accountability. Students develop competency with accounting systems, various budgetary approaches and procedures, purchasing bonding, borrowing, investing and developing cash flows. Students develop an efficient budget planning process driven by district and school priorities involving staff and community. (Spring)

EDL/EDUC 533. Historical and Philosophical Foundations of Curriculum. The purpose of this course is to provide teachers and administrators with a solid historical and philosophical curriculum foundation in order to prepare them to be leaders of K-12 curriculum development and design. Students will examine numerous historical, theoretical and philosophical approaches to the foundations of curriculum design. Students will explore components of curriculum design and implementation as they relate to local and state curriculum issues and trends. Students will gain knowledge of approaches to the curriculum process, the nature of the subject matter and how society/culture and learners contribute to the curriculum. Students will analyze curriculum evaluation strategies and curriculum-based assessment in terms of the effect of the curriculum on students and the school community. (Elective)

EDL 535. Evaluation and Supervision of Instructional and Other Staff. Students develop an understanding of the various techniques of supervision and personnel evaluation in order to conduct effective job analysis procedures, supervisory techniques and performance appraisal for instructional and non-instructional staff. Students utilize a variety of supervisory models (such as clinical, developmental, cognitive, and peer coaching) to improve teaching and learning. Students develop the ability to work with faculty and other stakeholders to identify needs for professional development that improve student outcomes. Students apply adult learning strategies to insure that professional development is

incorporated into practice and learner assessment. Students identify and apply appropriate policies, criteria, and processes for recruiting, selecting, compensating, inducting, and placing personnel with regard to equity and diversity as well as expertise. (Fall)

EDL 538. Designing Curriculum for Standards Based Education. This course will focus on the participatory process for developing curricula in schools. Students will examine strategies for developing, assessing, and revising curricula particularly in light of the national and state standards including the Common Core Learning Standards. Particular attention will be paid to curriculum articulation, scope and sequence across the K-12 curriculum and the political implications of the standards movement. Students will learn to conduct curriculum audits, curriculum mapping, and curriculum-based assessment. (Spring)

EDL 542. Special Education for School Administrators. The purpose of this course is to help school administrators become conversant with special education processes, regulations, and funding sources. By the end of the course, students will be able to explain how children are referred to the Committee on Special Education (CSE); demonstrate their understanding of the CSE meeting process; write a sample Individualized Education Plan (IEP); understand the legal obligations of school districts to students with disabilities; and identify the roles of school personnel in CSE decision making. (Fall)

EDL 599A. Practicum (School Building Level). The practicum is competency-based following the national Educational Leadership Consortium Council (ELCC). It constitutes 200 clock hours in an elementary or secondary school setting on a part-time basis. (This field experience will be opposite of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of three (3) building level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the

coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in-school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building level supervisors, and supervised by university and school personnel. 1 credit. Spring

EDL 599B. Internship (School Building Level).

The internship is competency-based following the national Educational Leadership Consortium Council (ELCC). It constitutes 400 clock hours in an elementary or secondary school setting on a part-time basis. (This field experience will be opposite of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) building level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in-school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building level supervisors, and supervised by university and school personnel. (Summer, Fall, and Spring) (2 credits)

EDL 610. Negotiations. This course prepares administrators to negotiate and manage effectively collective bargaining and/or written agreements. Topics include: ground rules, limits of authority, non-negotiable items, binding arbitration, impasse, unilateral releases, public relations, preparation of written agreements, the Taylor law, PERB, grievances, improper practices, legal and illegal strikes against public employers, procedures and the rules of bargaining. (Fall)

EDL 615. Using Data for School Improvement.

This course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies in interpreting and presenting

data in order to improve educational practice. Students will also explore (1) the use of data within curriculum, instruction and comprehensive school improvement efforts and (2) as an administrator, how to develop a data driven culture within the school. (Elective)

EDL 620. The Superintendency. The role of the school superintendent is analyzed with reference to job responsibilities of the position. The knowledge, skills and dispositions necessary to serve successfully in the position are examined. (Fall) Prerequisite: EDL 515.

EDL 630. Central Office Leadership and Planning. This course prepares administrators for central office leadership and the role and responsibilities of the central office administrator. Topics include: political, social, and economic environments and resulting relationships; school board relationships; management team construction; plant planning, including construction issues; needs assessment as related to short- and long-term planning issues; grants and outside funding issues, and personal time management. (Spring)

EDL 640. Leadership in Personnel

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

EDL 698. Independent Study. Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required. (1-3 credits)

EDL 698A. Practicum (School District Level).

The Practicum is competency-based following the national Educational Leadership Consortium Council (ELCC). It constitutes 90 clock hours in a district office setting on a part-time basis. The practicum may be started upon completion of two (2) district level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial district office experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with the on-site district level supervisor, and is supervised by university and school district personnel. The practicum cannot be started if a student has a grade of IP in EDL 599A or EDL 599B. (1credit)

EDL 698B. Internship (School District Level).

The internship is competency-based, following the national Educational Leadership Consortium Council (ELCC). It constitutes 90 clock hours in a district office setting on a part-time basis. The internship may be started upon completion of two (2) district level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the coursework, and to practice and develop the skills identified in the academic program. It requires a variety of substantial school district experiences over an extended period of time in diverse settings. The internship is planned cooperatively with the on-site district office supervisor, and supervised by university and school district personnel. The practicum cannot be started if a student has a grade of IP in EDL 599A or EDL 599B. (2 credits)

EDUC 500. Research Methods. This course helps educators and counselors exercise and expand their critical thinking skills by critique and generation of research projects or publications. The course aims to make teaching and counseling work easier and more effective by developing skills to solve research problems.

Candidates will recognize the characteristics of well-designed research and be able to identify what methodologies for data collection and analysis may be used given the research questions, as well as write acceptably formatted research papers.

EDUC 505. Technology for Educators and Counselors.

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

EDUC 510. Advanced Human Growth and Development.

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

EDUC 523. Designing and Delivering

Instruction. This course introduces students to the basic models, strategies, resources and management tools used to implement instruction. Students will apply models of teaching, develop lessons and assessments, examine curriculum issues, utilize current research, and reflect on practice. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course.

EDUC 524. Methods and Models for Special Subjects.

This course expands on knowledge gained in EDUC 523. Designing and Delivering Instruction and addresses specific issues in secondary subjects. Students apply discipline-specific knowledge of basic instructional models, strategies, resources and management tools used to implement instruction. Additional emphasis is placed on the use of technology, application of discipline-specific curriculum

standards, current issues and professional development. Appropriate uses of technology and utilization of effective inclusive practices are major strands in the course. (2 credits)

EDUC 524A. Secondary English Methods.

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. (1 credit)

EDUC 524B. Secondary Language Other Than English Methods.

This course examines the methods, skills and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E classroom. Additional emphasis is placed on the uses of technology, application of L.O.T.E. curriculum standards, current issues, and professional development. (1 credit)

EDUC 524C. Secondary Math Methods. This course examines the methods, skills and best practices for teachers of Math. The recommended practices and activities from the National Council for Teachers of Math provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. (1 credit)

EDUC 524D. Secondary Science Methods

This course examines the methods, skills and best practices for Science teachers. The recommended practices and activities from the National Science Teachers Association provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. (1 credit)

EDUC 524E. Secondary Social Studies Methods.

This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development. (1 credit)

EDUC 526. Managing Instruction and Behavior.

Students learn the skills of managing the instructional process through identification of curriculum to be taught, standards integration, instructional delivery, assessment, and re-teaching. Information is also provided on the various theories and models of classroom management and managing individual student behavior to improve learning and student success.

EDUC 528. Legal Issues for Teachers. This course examines legal and ethical issues affecting teachers, including civil and constitutional issues, copyright (including internet) issues, testing and grading issues, teacher liability, employment, contracts, assignment, dismissal tenure, retirement, special needs issues, and pupil control. Students will be familiar with major laws and cases that

affect schools, as well as sources of information on legal issues for teachers.

EDUC/EDL 533. Historical and Philosophical Foundations of Curriculum. This course is designed to provide the student with a background in the foundations of curriculum theory and practice in the K-12 setting. Students will study the historical origins of technical and non-technical approaches to the curriculum process, as well as the nature of the subject matter, society/culture and learners as contributors to the curriculum. The curriculum revision process, including local and state influences upon the curriculum, and issues of ownership of the curriculum will be examined. The role of the school curriculum as a critical factor in our democratic society is a central theme of the course. Curriculum evaluation strategies and curriculum-based assessment will be analyzed in terms of the effect of the curriculum on students and the community. The purpose of this course is to prepare teachers and administrators to be curriculum leaders.

EDUC 540. Evaluating Learners and Learning. Students investigate the uses and functions of traditional and alternative assessments in the context of 1) recognized measurement principles; 2) national and state, and local standards and benchmarks; and 3) sensitivity to learner differences and needs. Students will develop, administer and interpret results of a variety of classroom assessments and scoring instruments. Legal, ethical and political aspects of collecting and disseminating assessment results and grades will also be examined.

EDUC 560. Communication and Collaboration Skills for Educators. This course centers on the development of competencies in communication and collaboration. Those skills necessary for fostering successful integration and full inclusion of students with mild/moderate disabilities are addressed. In addition, strategies for collaboration with agencies, other specialists, families and classroom teachers are presented. A field experience is required with this course.

Prerequisite: Taken concurrently with student teaching.

EDUC 588. Secondary Student Teaching: Grades 7-12. Student teaching is the culminating experience in the professional preparation of teachers. The secondary student teaching experience consists of approximately 14 weeks of full-time experience in a secondary classroom. Students are expected to: apply developmentally appropriate instruction, develop both long- and short-term plans to implement curriculum, adapt instruction to meet individual needs, use technology to enhance instruction, develop and administer appropriate assessment strategies, organize and manage the classroom environment, and exhibit the characteristics and ethics of a professional educator.

EDUC 599J. Harassment, Bullying, Cyberbullying, and Discrimination in Schools Prevention and Intervention. This course will address the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. It also will cover the identification and mitigation of harassment, bullying and discrimination, and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certificate requirements in §14(5) of Chapter 102 of the Laws of 2012.

EDUC 599K. Experience in Diverse Environments. This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting.

EDUC 615. Using Data for School Improvement. This course will provide students experiences in reviewing different types of data, analyzing data from multiple sources, and in using different methodologies in interpreting and presenting data in order to improve educational practice.

Students will also explore (1) the use of data within curriculum, instruction and comprehensive school improvement efforts and (2) as an administrator, how to develop a data driven culture within the school.

EDUC 698. Independent Study. Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required. (1-3 credits)

READ 501. Theories and Foundations of Literacy. This course is a historical and conceptual survey of theories and models related to literacy learning and instruction. The developmental nature of literacy processes across the lifespan is explored. Theoretical models and pedagogical practices related to literary skill acquisition and the development of language comprehension and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections in K-12 classroom settings.

READ 520. Language Arts. This course investigates the research base for current trends in language arts instruction and evaluation. Theories of language development as they influence instructional methodologies for reading, writing, speaking, and listening will be studied. Requirements include the development of a multi-week thematic or literature unit.

READ 525. Problems of Literacy in the Secondary Schools. This course is designed to address the various difficulties secondary teachers encounter when trying to develop the literacy processes and proficiencies of diverse groups of secondary learners. Special needs and emotional, economic, social, and cognitive problems will be explored. Candidates will learn pedagogical approaches that teachers can use to enhance the literacy and critical thinking outcomes of secondary learners across academic disciplines.

READ 540. Supervision and Curriculum Issues in Literacy Programs. This course provides an examination of the leadership and curricular roles and responsibilities of teachers of literacy, including literacy coaches and specialists. It stresses competencies in the development and management of school literacy programs, including the development of collegial relations, school-wide planning and support for literacy achievement, Response to Intervention, management and evaluation of curricular materials and resources, school assessment programs, data-driven decision making, legal issues, and other topics pertinent to literacy leaders. The course requires 30+ hours of experience in K-12 classroom settings as part of the Literacy Coaching Internship.

READ 550. Teaching Linguistically and Culturally Diverse Learners. This course heightens teacher-education candidates' sociocultural consciousness and expands their abilities to meet the needs of linguistically and culturally diverse learners in K-12 classrooms. Building from a social justice perspective, candidates develop pedagogical practices that are culturally responsive, theoretically grounded, and supported by empirical research. Specifically, candidates (1) explore the dynamic and reciprocal relations between first- (L1) and second-language (L2) acquisition and literacy development; (2) learn about approaches that leverage both L1 and L2 to develop literacy abilities and disciplinary knowledge; and (3) practice techniques to foster the development of academic language and the ability to code-switch between primary discourse and 'standard English.' Particular emphasis is placed on valuing students' discourses and funds of knowledge. Throughout the course, candidates make connections between these specific topics and other contemporary issues in literacy education. 15+ hours of field experience, working with linguistically and/or culturally diverse learners in K-12 classroom settings, is required.

READ 560. Literacy in the Content Areas. This course is a survey of discipline-specific and cross-content-area literacy methods, study skills, critical thinking strategies, and information processing techniques to enhance literacy processes and outcomes in grades 4-12. The course addresses the following topics: disciplinary-specific reading, writing, and thinking practices; text analysis and its relation to lesson design; the role of metacognition and prior knowledge in reading and writing; and the use of technology and multimodal representations. The role all teachers play in supporting literacy development and integrating literacy learning across all disciplines is stressed.

READ 570. Diagnosis and Assessment of Literacy. This course is the first of a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with an array of formal and informal assessment tools and techniques to use when diagnosing learners' who are experiencing struggles with reading, writing, or spelling. The overarching course project involves the assessment and evaluation of a learner's literacy achievement, skills, and strategies, and the construction of a cogent report that touches on all areas of the learners' strengths and limitations or instructional needs.

READ 575. Literacy Instruction for Individuals and Small Groups – Childhood. This course is the second in a three-course sequence related to the diagnosis and teaching of learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching early childhood and childhood learners as individuals as in small groups. This course develops students' abilities to provide developmentally appropriate instruction in the areas of emergent literacy, word recognition, fluency, spelling, meaning vocabulary development, comprehension, comprehension monitoring, and the reading-writing connection. The focus of the course is on designing instruction that addresses

children's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement sites engaging in classroom observation, critique, and reflection.

READ 580. Clinical Practicum in Childhood Literacy. The Clinical Practicum is the culminating experience of the master's degree in Childhood Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the early childhood and childhood levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.

READ 585. Literacy Instruction for Individuals and Small Groups – Adolescence. This course is the second in a three-course sequence related to the diagnosis and teaching of middle and adolescent learners who experience literacy difficulties. This course is designed to provide prospective literacy teachers with high-leverage pedagogical practices for teaching middle and adolescent learners as individuals and in small groups. This course develops candidates' abilities to provide developmentally-appropriate instruction in the areas of word recognition, spelling, meaning vocabulary development, comprehension, comprehension monitoring, writing, and study strategies. The focus of the course is on designing instruction that addresses learner's areas of instructional need while leveraging their specific literacy strengths. During this course, candidates spend 15+ hours at their literacy internship placement

sites engaging in classroom observation, critique, and reflection.

READ 595. Clinical Practicum in Adolescent Literacy. The Clinical Practicum is the culminating experience of the master's degree in Adolescent Literacy and the third in a three-course sequence on related to the diagnosis and teaching of learners who experience literacy difficulties. The course focuses on providing individualized or small-group assessment and instruction to real learners in a supervised clinical situation. Candidates will assess and instruct learners at the middle and secondary levels for at least 50 clock hours across the semester, under the supervision of the course instructor. Candidates gain experience with co-planning, co-teaching, peer and supervisor evaluation and debriefing, and parent-teacher interaction/collaboration. The course also includes periodic seminars related to challenges candidates face in planning, assessment, and instruction.

READ 599. Literacy Coaching Internship. This course allows candidates in the MSED Literacy Programs to complete the in-school internship hours required by the International Literacy Association's (2010) Standards for Reading Professionals. Candidates work 60+ clock hours in school settings under the supervision of teachers certified in literacy or reading. Candidates receive credit in other courses in the program for completing four (4) projects related to work undertaken during the internship hours. Candidates' performance in the Literacy Coaching Internship is assessed Pass/Fail based on documented completion of the required internship hours and all four internship projects, favorable recommendation from the on-site supervisor, and successful completion of all four (4) internship projects. 0 credit hours.

READ 698. Independent Study. Study and research conducted under the supervision of a faculty member, usually holding a doctorate, in an area of interest mutually shared by the student and supervisor. Permission of instructor required. (1-3 credits)

JANDOLI SCHOOL OF COMMUNICATION

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Master of Arts in Integrated Marketing Communications

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GRADUATE FACULTY

K. DeSimone, MBA
 H. Harris, MFA
 P. Hoffmann, Ph.D.

M. Jones-Kelley, MS
 D. Kassnoff, MA
 R. Lee, Ph.D.

C. McNall, JD
 K. Young, Psy.D.

MISSION

We are committed to preparing students to be extraordinary and ethical gatherers, analyzers and communicators of information in a diverse, interactive global environment.

We provide undergraduate and graduate programs where students learn to investigate and wonder in their pursuit of knowledge to find truth. We value freedom of expression and basic human understanding and humility in recognition of our personal responsibility and social impact worldwide.

Students become better global stewards through interdisciplinary learning harnessing their creativity and wisdom making them better communicators, no matter the medium. Through entrepreneurial classroom experiences, dynamic classes, mentorship, and professional internship opportunities, we promote integrity, accuracy, professional standards and ethical principles.

PROGRAM OVERVIEW

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

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

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

COMPLETION TIME AND PROGRAM STRUCTURE

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

Online Only: Students taking the all-online format work at the own pace to complete the program in a timeframe that best meets their individual needs. Courses are offered over seven-week periods during the fall, spring and summer semesters. The program may be completed in one year by taking two courses at a time or in two years taking one course each session.

ADMISSION REQUIREMENTS

Admission to this program requires the following:

- 1) Completed application for admission
- 2) Transcripts from all colleges attended
- 3) Essay describing what attracted you to the IMC field and why you want to pursue a degree at St. Bonaventure University
- 4) Additional information, if requested by program director

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

FACULTY

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

DEGREE REQUIREMENTS

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

IMC 500	IMC Principles and Practices
IMC 520	Marketing Communications Research
IMC 560	New Media: Digital Communications for IMC
IMC 600	Strategic Marketing Management for IMC
IMC 610	Financial Tools for IMC and the International Economy
IMC 620	IMC Creative Message Strategy

IMC 700	Integrating Communication Practices and Procedures
IMC 740	The Practice of Public Relations
IMC 800	IMC Cases and Campaigns
IMC 830	IMC Campaign Project

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

IMC 570	Traditional and Online Research for IMC
IMC 580	Internet Advertising and Social Media
IMC 590	The Mobile Web
IMC 625	The U.S. Health Care System
IMC 650	Public Relations Seminar
IMC 660	Advertising, Internet Marketing and Publicity Management
IMC 675	Health Care Communication
IMC 680	Advertising Copywriting and Design Direction
IMC 685	Health Care Ethics
IMC 720	Advertising Design
IMC 760	Ethical Issues in Mass Communication and Business
IMC 780	Legal Environment of Business and Mass Communication
IMC 820	Organizational Structure and Behavior

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

EXIT CRITERIA

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

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

COURSE DESCRIPTIONS

(All courses are three credits unless otherwise noted)

IMC 500. IMC Principles and Practices. This is the foundational IMC course. It reviews the functional marketing communications areas such as advertising, PR, sales promotion, business communications and writing, and direct response in terms of their strengths and weaknesses in an integrated program. This course focuses on strategy and planning, with students concentrating on integrating targets, timing, and message strategies. It provides an overview of both U.S. and global marketing communication practices.

IMC 520. Marketing Communications Research. This is an introductory course in the field of marketing research designed to provide the student with an overview of the purposes, procedures, and applications of marketing research. Students will learn not only to use market research but to do market research, through a step-by-step marketing research process. Students will learn how to obtain and use secondary data and syndicated information services, and to design and conduct both qualitative and quantitative primary marketing research. Finally, basic statistics, data analysis,

and reporting, as well as how to use statistical software, will be studied.

IMC 560. New Media: Digital Communications for IMC. The web has become an increasingly important communications tool. Not only must IMC professionals present their information in a credible fashion, they must also present it in an easy-to-use, well-organized fashion. This course will look specifically at digital communication as it influences the IMC practitioner, ensuring students learn how to design and manage corporate websites in order to best meet an organization's goals as well as the needs of various Web audiences. Students will be encouraged to incorporate animation and video into their final website project and to fully demonstrate their ability to utilize the latest technology in website design.

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

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

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

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

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

IMC 610. Financial Tools for IMC and the International Economy. This course provides expert training on the financial tools with which the IMC executive must work while processing the translation of cold numbers into skilled communication. By offering a background in economics, time value of money, capital budgeting, financial markets and quantitative analysis, this course will prepare the IMC executive to oversee and make informed financial and budgetary decisions regarding an organizations IMC plan on the national and/or international scale.

IMC 620. IMC Creative Message Strategy. This class focuses on strategic thinking and critical skills in the development of a variety of marketing communications messages. Students will learn to develop strategy, to evaluate creative work, and to maintain strategic continuity across media. Students will also position products in terms of the competitive situation, the circumstances of use, and the cultural environment.

IMC 625. The U.S. Healthcare System. This is an introductory course preparing students for the challenges and variety of issues related to working in healthcare. The US Healthcare System course describes, explains and analyzes the structure and function of the US healthcare system, including population health, epidemiology, government and commercial insurance, health professions, delivery systems, regulation, safety and quality, the experience of care, cost and outcomes.

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

IMC 660. Advertising, Internet Marketing and Publicity Management. This course introduces the concept of Integrated Marketing Communications as applied to the specific marketing elements of advertising and broadcast media, consumer and trade promotions, direct marketing, public relations and packaging/point-of-purchase tactics. Students learn to research, establish, and manage advertising campaigns, including

evaluating those campaigns. In addition, students investigate how to use sales promotion to bring behavioral change in the contexts of consumer and trade promotion. Students learn how to generate and manage publicity.

IMC 675. Health Care Communication. This course focuses on methods of communication with medical teams and units, across an organization, and among healthcare organizations. Techniques for communicating highly technical medical information to patients, families, and differently trained providers are examined. Foundational technical language of medicine and the basic terminology associated with common disorders and treatments, new technologies, and regulations will be reviewed. Basic principles involved in leadership skills and change management will be introduced.

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

IMC 685. Health Care Ethics. Certainly ethics is important in every branch of communication. But when conveying messages about subject matter as sensitive, high-stakes, and emotionally-charged as health care, ethics takes on a new level of significance. In this course, students will examine general principles of responsible communication in the new context of health communication. Through investigation of relevant case studies, students existing moral frameworks. The course will emphasize the nuance and complexity of health-related ethical issues, including the impacts of technology on health privacy, stigma surrounding controversial health issues,

illnesses, and treatment options, and one's moral responsibility to ensure accuracy in disseminating public health information.

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

IMC 700. Integrating Communication Practices and Procedures. A directed learning class in which students work with a professor to develop a full marketing communications plan. Students will integrate research, strategy, marketing and communication tools into their plans. Plans will be prepared in electronic formats.

IMC 720. Advertising Design. This course is designed to examine the world of international and national advertising as it pertains to the IMC practitioner. Particular emphasis is placed on the creative and functional aspects of advertising, including, but not limited to, account management, media planning, budget analysis, and consumer research. This course offers a detailed examination of the advertising industry and builds upon the foundational course, IMC 660: Advertising, Internet Marketing and Publicity Management. A secondary objective of the course is to increase the level of advertising competence and professionalism by students. Specifically, the course is designed to help students sharpen the following skills: written and verbal communication; organization and planning; time management; and interpersonal/team work.

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

IMC 760. Ethical Issues in Mass Communication and Business. This course examines manipulative techniques beyond appropriate persuasion related to integrated marketing communications activities. Students will study ethical theories, apply theories to communications and marketing decision-making, and develop frameworks to support ethical decision-making. Students will study case histories, analyze the ethical problems, and make decisions based on solid, ethical principles. Students will examine the professional choices requiring the IMC practitioner to have well-established decision-making skills, moral reasoning capability, and a strong sense of economic and political awareness. Through a close analysis of contemporary case studies and current thought on business choices, attitudes, behaviors, and professional and public accountability, students will be able to establish their personal professional code of ethical conduct.

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

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

IMC 830. IMC Campaign Project. This IMC campaign project is a fully developed integrated marketing campaign with strategy and tactics based on primary and secondary research conducted by the student. A plans book including creative executions is formally presented to a faculty committee in fulfillment of the final requirement for graduation. (0 credits)

Master of Arts in Strategic Leadership

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PROGRAM OVERVIEW

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

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

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

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

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

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

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

ONLINE-ONLY PROGRAM STRUCTURE

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

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

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

ADMISSION REQUIREMENTS

Admission to the MSL degree program is based on:

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

DEGREE REQUIREMENTS

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

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

Electives

MSL 665	Leadership in Health Care
MSL 670	Public Health Practice
MSL 675	Health Care Communication
MSL 680	Health Care Informatics
MSL 685	Health Care Ethics
MSL 698	Independent Study in Strategic Leadership
MSL 699	Special Topics in Strategic Leadership

EXIT CRITERIA

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

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

COURSE DESCRIPTIONS

(All courses are three credits unless otherwise noted)

MSL 605. Leadership and Values (Cornerstone Course). Students begin the program with a cornerstone course that introduces them to contemporary leadership principles and practices. Franciscan values related to effective leadership such as servant leadership, respecting each person's dignity, and humility as leaders are explored and self-assessments are used to help students gain insight into their own leadership strengths and areas for improvement. Students will complete a 360 degree evaluation and receive individual coaching on their leadership abilities.

MSL 610. Leadership and Diversity. People have intrinsic value beyond their tangible contributions in the workplace and the community. Understanding the unique contributions of diverse individuals makes an organization effective by capitalizing on all of the strengths of each employee. This course investigates the increasingly prominent issues surrounding diversity. Theories on gender and minorities in the workforce are reviewed so that students gain an understanding and appreciation of the special circumstances they face in modern society. Special emphasis will be placed on the role of the leader in organizations that are addressing the needs of a diverse workforce.

MSL 615. Developing Human Resources. Effective leaders promote the transformation of self, organizations, and systems to create a culture of service and to build community. In this way, leaders must be effective in working in multiple contexts to effectively empower and motivate others. This course builds on theories in managing human resources that help leaders effectively select, train, develop, and build shared vision among employees. Students will evaluate team leadership strategies for empowering and involving others, as well as examine a leader's coaching and mentoring roles as performance enhancement strategies.

MSL 620. Global Leadership. This course focuses on issues that drive global policies,

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

MSL 625. Organizational Structure and Behavior. This course explores ways to change organizations, ranging from start-up companies to established institutions, to meet the demands of ever-changing environments. Areas of in-depth discussion include the theoretical framework of organizational development and change, models of planned organizational change, barriers to implementing change and ways to overcome them, and the roles of the change agent and/or consultant. Students will gain skills in organizational entry and contracting, and will gain a better understanding of the challenge of change through analysis of the theory, research, and practice of IMC development.

MSL 630. Leading the Digital World. This course provides an in-depth look at how technology and the Internet are impacting the way organizations and individuals lead, communicate, collaborate, share knowledge, and build ever-expanding communities of learning. Course activities focus on the social and ethical questions posed by today's e-world, as well as management best practices that foster effective use of technology. The course also addresses the issues of leading organizations through the process of change as new technologies are implemented and people strive to adapt.

MSL 635. Conflict Resolution. This course will look at a history of conflict from organized labor to regional and world conflicts with a focus on peaceful resolution and planning with

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

MSL 640. Leading Change. This course introduces students to change management in organizations mindful of individual self-worth. Using theories, the course will put them into the context of organizational change. Textbook, case study, and student discussion will facilitate learning how to manage organizational change and crises efficiently and effectively in an ever-evolving global environment.

MSL 645. Organizational Performance. Understanding, accessing and sharing data for information and decision-making purposes is critical in a dynamic and rapidly changing business environment. In this class students will develop a basic understanding of statistical representations of data as well as techniques for gathering, organizing and communicating data. Additionally students will develop key performance measures using a case or project of their own choice.

MSL 650. Legal and Political Environments. Effective leaders adopt an attitude of serving others first to meet their needs along with those of the organization and the greater society. This course examines the application of law and political environments to managerial decisions and the impact these decisions have on society. The relationships between legal and business strategy are examined as practical areas that a leader must assess. This course also looks at how political and social roles impact organizations, social responsibility in business, and international business transactions.

MSL 655. Project in Strategic Leadership. The capstone course provides students with an opportunity to synthesize what they have learned about leadership during their graduate

degree program and to demonstrate mastery of primary leadership competencies, concepts, principles and practices. Students will complete an in-depth case analysis to demonstrate their competence in identification, analysis and solution of leadership problems in organizations and society today. (2 credits)

MSL 660. Leadership Portfolio. Students will be expected to prepare a Leadership Portfolio of projects and activities that best demonstrates their professional development throughout the program. Students will be individually advised and coached on the quality and content of their portfolio and the goals achieved in the program. (1 credit)

MSL 665. Leadership in Health Care. This course explores organizational theory and behavior essential for successful leadership and management in the health care industry. Emphasis will be placed on communication techniques, self-analysis, and strategies for best practices in order to effectively implement key leadership and management concepts in dynamic health care environments. Key values that guide a leader's personal and professional behavior and influence overall effectiveness will be explored, as well as their impact on overall leadership styles. This course also provides an analysis and evaluation of how human resource management is applied to in different health care settings such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, and strategic planning.

MSL 670. Public Health Practice. Designed to provide students with the practice-based knowledge and skills necessary for the functional management of local, state, and federal health agencies. Topics include: administrative structure, governance, management issues, managing of public health programs, and budgetary approval process, political and medial influence on public health programs, intergovernmental relations, public sector-private sector collaboration, application of legislative and regulatory principles, public

health program planning, and media relations and risk communication.

MSL 675. Health Care Communication. This course focuses on methods of communication within medical teams and units, across an organization, and among healthcare organizations. Techniques for communicating highly technical medical information to patients, families, and differently trained providers are examined. Foundational technical language of medicine and the basic terminology associated with common disorders and treatments, new technologies, and regulations will be reviewed. Basic principles involved in leadership skills and change management will be introduced.

MSL 680. Health Care Informatics. Participants identify and exploit the leverage available from information technology in improving patient care through the study and use of electronic patient records, electronic personal health records, patient-provider-payer portals security requirements, computerized prescribing, electronic documentation, the use of data for standard reports, scorecards, dashboards, and sharing of information for research. Upon completion of this course, students will be able to recognize the issues that led to the current state of health information technology (HIT) and the barriers that need to be overcome for HIT to be a positive agent for change in healthcare. Students will also be able to apply

the knowledge they have gained to provide strategic vision and leadership regarding implementing HIT in their capstone project.

MSL 685. Health Care Ethics. Certainly ethics is important in every branch of communication. But when conveying messages about subject matter as sensitive, high-stakes, and emotionally-charged as health care, ethics takes on a new level of significance. In this course, students will examine general principles of responsible communication in the new context of health communication. Through investigation of relevant case studies, students will logically extend and add definition to their existing moral frameworks. The course will emphasize the nuance and complexity of health-related ethical issues, including the impacts of technology on health privacy, stigma surrounding controversial health issues, illnesses, and treatment options, and one's moral responsibility to ensure accuracy in disseminating public health information.

MSL 698. Independent Study in Strategic Leadership. Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MSL 699. Special Topics in Strategic Leadership. This course will focus on special topics in strategic leadership of interest to faculty and students.

SCHOOL OF FRANCISCAN STUDIES

Dean: David B. Couturier, O.F.M.Cap., Ph.D., D.Min
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GRADUATE FACULTY

Jean-Francois Godet-Calogeras, Ph.D.

Fr. Dominic Monti, O.F.M., Ph.D.

ADDITIONAL FACULTY

Fr. Michael Calabria, O.F.M., Ph.D.
 Robert Donius, M.A.

Fr. Kyle Haden, O.F.M., Ph.D.

BUSINESS MANAGER AND PUBLICATIONS STAFF MANAGER

Ms. Jill Smith, B.A., Business Manager

PUBLICATIONS STAFF

Prof. Jean-Francois Godet-Calogeras, Ph.D.
 Marcus Jones, M.A.

Robert Karris O.F.M, Th.D.

MISSION STATEMENT

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

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

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

The School of Franciscan Studies is home of the Center for Arab and Islamic Studies, directed by Fr. Michael D. Calabria, O.F.M., Ph.D. (see page 106 for further information).

ADVANCED CERTIFICATE

The Advanced Graduate Certificate in Franciscan Studies is designed for students who are interested in a basic introduction to Franciscan Studies. The Advanced Graduate Certificate will provide an exposure to basic methodology, an awareness of studies.

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

ADVANCED CERTIFICATE REQUIREMENTS

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

FEATURES OF THE SCHOOL OF FRANCISCAN STUDIES

Library

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

The Goal of Franciscan Studies

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

Scholarships

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

The Franciscan Institute

Director: David B. Couturier, O.F.M.Cap., Ph.D., D.Min

Phone: (716) 375-2160

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Website: <http://www.sbu.edu/about-sbu/sbu-campus-maps-directions/franciscan-institute>

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

Research Program

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

Publications

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

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

Continuing Education Programs

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

Build With Living Stones (BWLS)

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

Endowments

The Fr. Joseph A. Doyno Visiting Professorship of Franciscan Studies, established in memory of this masterful Franciscan teacher who served the University for many years, allows a scholar to be in residence at the Institute to do research, collaborate with the faculty, and be available for occasional colloquia with faculty and students. The International Center for Secular Franciscan Studies Endowment, a trust established by the Secular Franciscan Order, along with The Alma Kraus Memorial Endowment, endeavor to provide studies, programs and publications of importance and interest to Secular Franciscans. It also provides financial assistance for members of the Secular Franciscan Order to participate in programs at The Franciscan Institute. The Poor Clare Endowment serves the spiritual enrichment, education, and ongoing formation needs of the Poor Clares through programs, courses, and workshops especially for those in leadership and formation ministry. Scholarships for Poor Clares in Franciscan studies and research grants for studies on Franciscan women are offered through this endowment. Prospective students are encouraged to visit the Franciscan Institute Website for news of other endowments.

THE CENTER FOR ARAB AND ISLAMIC STUDIES

Director: Fr. Michael Calabria, O.F.M., Ph.D.

Phone: (716) 375-2162

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Website: <http://www.sbu.edu/CAIS>

FACULTY

Ms. Wardia Hart, Ed.M., Arabic Instructor

Ibrahim Zabad, Ph.D., Political Science

MISSION

Inspired by the historical encounter between Francis of Assisi and the Sultan al-Malik al-Kamil in 1219, the Center for Arab and Islamic Studies in the School of Franciscan Studies at St. Bonaventure University seeks to promote and understanding of Arab and Islamic cultures, an appreciation of both their historical and contemporary significance in the global community, and respectful relations between Muslim and Christian people.

The Mission of CAIS comprises four main areas

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

COURSES

Courses in Arab and Islamic studies are offered through various academic departments. See MODERN LANGUAGES for undergraduate courses in Arabic. For other undergraduate courses in Arab and Islamic studies, see: ART HISTORY, HISTORY, THEOLOGY, and WOMEN'S STUDIES. Summer courses will also be available through the School of Franciscan Studies.

MINOR IN ARABIC AND ISLAMIC STUDIES

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

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

COURSE DESCRIPTIONS

(All courses are three credits unless otherwise noted)

CORE COURSES

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

SFS 505. Integration Seminar. The Integration Seminar is a final evaluative process through which an M.A. student in Franciscan Studies demonstrates competence in the content, methods, integration and application of the material studied in the 30 hours of course work completed for the degree. The seminar is made up of both faculty and students. It meets as scheduled during the student's final semester or summer. The student will produce a 45- to 60-page integration paper, or a comparable project with a 20- to 25-page introduction, will present it to the seminar group, defend the paper, and respond to comments and questions as appropriate. The student's work is graded with the same rubric as that for the comprehensive examination.

SFS 507. Early Franciscan Movement. This course examines the origins and development of the three evangelical movements initiated by Francis and Clare of Assisi between the years 1205 and 1226: the Order of Friars Minor, the Poor Ladies of San Damiano and the Franciscan Penitents. Using the life and times of Francis as the chronological framework of inquiry, the course will trace the evolution of the early history of these three movements, through the careful examination and use of the sources pertinent to the reconstruction of that history.

SFS 508. Franciscan Movement I. This course examines the historical development of the three Franciscan Orders initiated by Francis and Clare of Assisi from 1226 to 1517. While focusing primarily upon the struggles within the First Order from the death of Francis (1226) through the Bull of Union (1517) up to the approval of the Capuchins (1619), the course will examine the internal developments in all three Franciscan orders as they attempted to

respond to the changing conditions of Church and society within this same period.

Prerequisite: SFS 507.

SFS 518. Franciscan Hagiographical Tradition. This course will introduce students to the study of Franciscan Hagiography and will include an investigation of the nature, purpose and method of medieval hagiography in general, and of the Franciscan hagiographical texts of the thirteenth century in particular. The material for this course will focus on the "official" hagiographical texts concerning Francis of Assisi written between 1226 and 1263, as well as on the early texts concerning Anthony of Padua and Clare of Assisi. Students will be introduced to the "Franciscan Question," its history and implications, as well as to the hermeneutical questions which arise in the process of the interpretation and contemporary retrieval of these medieval texts.

SFS 546. Foundations of Franciscan Theology. This course will study Franciscan Theology as a distinct theological tradition arising out of the religious experience of Francis of Assisi. After describing the origins of the Franciscan School at Paris, Oxford, Bologna, and Padua, the focus will be given to a study of the key founding figures of the school (Bonaventure, Scotus, Ockham) and the general contours of their thought, as well as the distinctive nature of this school as compared with that of their contemporaries. The focus of the course will be given to a presentation of the Franciscan approach to select theological questions concerning God, Creation, the Human person, the Church, and Eschatology. The contribution of the Franciscan tradition to contemporary theology will be included in the discussion.

SFS 560. Introduction to Franciscan and Medieval Studies. This course provides a basic introduction and overview of Franciscan Studies as a content discipline. It will also treat methods of finding, organizing and presenting materials in the research process.

SFS 597. Comprehensive Examination. During the final semester of the student's program, the student will take a comprehensive written examination. The exam will require each student to write three essays in three areas of subject matter, based on questions prepared by the student and reworked by the faculty. An oral review of the student's written exam and achievements in the MA program will conclude the exam process.

AREAS OF SPECIALIZATION

AREA I: HISTORY

SFS 509. Franciscan Movement II. This course examines the historical development of the three Orders of the Franciscan Family from c. 1650 to the present. Particular attention will be given to the institutional development, pastoral contributions and missionary work of the three branches of the First Order (Observants, Conventuals and Capuchins). Where materials are available, the course will also treat the historical development of the Poor Clares and the wide-ranging apostolic work of the male and female expressions of the Third Order Regular and Third Order Secular, with special emphasis upon their presence in North America. Prerequisite: SFS 508.

SFS528. Pre-Franciscan Religious Movement. This course examines the historical development of various religious movements and currents of the 11th and 12th centuries which form the background for the emergence of the Franciscan phenomenon in the early 13th century. Particular attention will be given to the appearance of western eremitism, the renewal of monasticism, the reform of priestly life and the emergence of a distinctive lay spirituality.

SFS 529. Ministry and Mission in the Franciscan Tradition (1208 - 1650). This course examines the aims, achievements and wide-ranging apostolic work of the Franciscan Family from the time of the foundation of the early minorite community until c. 1650. Particular emphasis will be placed on the work of preaching,

pastoral care, Papal diplomacy, works of mercy, etc. The course also explores the missionary endeavors of Franciscans outside of Europe, especially to the Baltic regions, the Middle and Far East, Africa as well as their early work in the Americas. Prerequisite: SFS 507.

AREA 2: FRANCISCAN SOURCES

SFS 519. Companions and Disciples Tradition. This course builds on the foundations developed in SFS 518 "The Franciscan Hagiographical Tradition" course. The content of this course focuses on the non-official hagiographical texts that emerged from the milieu of the companions and disciples of Francis in the thirteenth and fourteenth centuries (from the Anonymous of Perugia to the Fioretti). The course includes a study of Franciscan chronicles and compilations of the thirteenth and fourteenth centuries. Prerequisite: SFS 518.

SFS 525. Writing of Francis and Clare. A study of the nature, content, and spiritual theology of the foundational texts of the Franciscan movement according to the latest critical research. The texts will be studied within the context of the development of the Franciscan movement, the religious trends of the 13th century, and their relevance to contemporary Franciscan experience.

SFS 527. Rule & Life of the Third Order Regular. The history and spirituality of the Third Order Regular will be studied using the history of the rule text as the foundation. The course begins with an examination of the Rule and Life document, its basis in the early Franciscan sources, and the historical experience of the first generations of Franciscan penitents. The major revisions of the original Rule (1289, 1521, 1927) will be treated in the context of the ecclesial and social currents affecting the evolution of the Order. The history of the 1982 Rule project will serve as a vehicle for integrating an understanding of historical themes, current structures for collaboration, and spiritual self-understanding of the Third Order Regular's four hundred institutes.

AREA 3: FRANCISCAN THEOLOGY

SFS 547. Franciscan Theology of the Word. This course presents the unique Franciscan tradition on the Word of God and its proclamation, a tradition forged by extensive and successful praxis of preaching that Word and by its underlying theological insistence on the importance of hearing and responding to that Word. The course, then, includes the historical and systematic concerns of this Franciscan tradition so that contemporary pastoral concerns of proclaiming and responding to the Word might benefit from that tradition.

SFS 557. The Franciscan Mystical Tradition. The understanding of mysticism as an “awareness of the direct or immediate presence of God” (Bernard McGinn) will be used as the starting point for a study of Franciscan mystical texts. The course will include an historical overview of acknowledged Franciscan mystics (from Giles of Assisi to Veronica Giuliani), in order to appreciate the contours of what might be described as the particular Franciscan experience of mysticism. Hermeneutical, methodological, philosophical and theological issues emerging from mystical texts will be examined. The texts of at least one representative figure from the tradition will be studied in depth.

SFS 558. Readings in Franciscan Theology. This course will study the writings of a major Franciscan theologian, and will focus on the reading of primary texts (in translation) of the author. The author’s writings will be placed in their historical, cultural and ecclesial context. The course will develop an overview of the author’s major theological insights and positions approached from within the context of the Franciscan Theological Tradition. Prerequisite: SFS 546.

AREA 4: FRANCISCAN SPIRITUALITY

SFS 539. Formation in the Franciscan Tradition. This course will present and analyze classical and contemporary theologies of Franciscan

formation based upon nuanced responses to Francis of Assisi’s question: “Who are You, O Lord, and who am I?” (DBF IX, 37). The Franciscan formative experience will be presented as a process of socialization which requires clearly articulated values, the handing on of the Franciscan narrative, and appropriate structures. The goal of the course is for the students to develop and/or critique a formative process for their personal, provincial and cultural situations based upon the material analyzed.

SFS 548A. Franciscan Philosophy at Paris Alexander of Hales & Bonaventure. This course, covering the origins and the contribution of the early Franciscan school at Paris, traces how Alexander of Hales and Bonaventure of Bagnoreggio engage the main elements of the western tradition of Christian philosophy (Neo-Platonic, Augustinian) within the context of the rediscovery of Aristotelian texts in the 13th century. Topics of the course include such questions as the nature and limits of metaphysics, proofs for God’s existence, the nature of knowledge, and social and moral philosophy.

SFS 548B. Franciscan Philosophy at Oxford: Scotus & Ockham. This course, covering the works of the 13th- 14th century Franciscan philosophers John Duns Scotus and William of Ockham, traces how both Scotus and Ockham embody the main elements of Christian philosophical thought within the logical and scientific context developed by Aristotle. Topics of the course include such questions as freedom and will, the nature of metaphysics, modes of religious language, proofs for God’s existence, questions concerning the proofs for the immortality of the human person, the nature of knowledge, and social and moral philosophy.

SFS 556. Foundations of Franciscan Spirituality. Beginning with an investigation of the nature of Christian spirituality and related hermeneutical and methodological issues, this course will examine the various expressions of Franciscan spirituality, its particular symbols and practices, as well as its approach to the choice of poverty,

chastity and obedience. The central focus will be given to an understanding of Franciscan life as a “life of penance,” as this was understood and lived by Francis and Clare, and the men and women of the various branches of the Franciscan family. A schematic historical survey of the tradition will serve to underline the creativity of the Franciscan tradition of spirituality, as well as its possible distortions and excesses. Prerequisite: SFS 525.

SF S557. The Franciscan Mystical Tradition. The understanding of mysticism as an “awareness of the direct or immediate presence of God” (Bernard McGinn) will be used as the starting point for a study of Franciscan mystical texts. The course will include an historical overview of acknowledged Franciscan mystics (from Giles of Assisi to Veronica Giuliani), in order to appreciate the contours of what might be described as the particular Franciscan experience of mysticism. Hermeneutical, methodological, philosophical and theological issues emerging from mystical texts will be examined. The texts of at least one representative figure from the tradition will be studied in depth.

SFS 559. The Spirituality of Bonaventure. Bonaventure’s *The Soul’s Journey into God* will be used to structure an investigation of his spirituality. The experience of creation, the human experience of the self, and the experience of God, will function as the links into the thought of Bonaventure and his Franciscan experience. Specific texts representative of Bonaventure’s thought will be used to investigate his spirituality.

SFS 565. Studies in Franciscan Paintings I: 13th Century to 1517. The content and controversy in Franciscan paintings produced between 1235 and 1517 are examined within the context of artistic developments and Franciscan documents that address phenomena surrounding the painted figure of Francis of Assisi. Comparisons of diverse paintings of Francis will be the focus of an inquiry that reveals a visual history often based in

Franciscan literature, yet aligned with the discipline of secular painting of the time.
SFS 566. Studies in Franciscan Paintings II: 1517 Through the 20th Century. Post-Reformation paintings of Francis of Assisi are examined chronologically for both context and content as they relate to the continued growth survey of the tradition will serve to underline the creativity of the Franciscan tradition of spirituality, as well as its possible distortions and excesses. Prerequisite: SFS 525.

ELECTIVES

SFS 526. Clare and Franciscan Women. This course elaborates the contribution of women to the Franciscan charism. Special emphasis will be given to the life and influence of Clare of Assisi and other women whose lives have affected the mystical and missionary vitality of the Franciscan Family. In addition to identifying primary and secondary sources for the study of Franciscan women of specific periods, participants will develop an understanding of prominent and recurring issues affecting the lives of Franciscan/Catholic women. Class methods will prepare students to develop further research for themselves, or for their religious congregations or lay associations. Prerequisite: SFS 507.

SFS 538. Development of the Franciscan Person. Since Franciscan formation and spiritual direction respects the Franciscan perspective which values the person, this course centers upon the theological and psychological movement toward self-identity as a Franciscan. By employing a developmental approach to personality, it will seek to discover the process of the interiorization of Franciscan values within individuals and communities. This course is specifically designed to assist directors of initial and continuing formation in the Franciscan family. At the same time, it addresses the questions of any person 56 of the Franciscan Order. Iconographical elements of paintings containing the image of Francis reflecting the Franciscan lifestyle are compared and contrasted with paintings of the secular world of the same time periods, in order to investigate

how secular iconography exerts its influence and tradition upon Franciscan themes and patronage.

SFS 567. Franciscan Studio: Painting.

Traditional and non-traditional painting mediums on two-dimensional surfaces provide the basis for the Franciscan Painting Studio course. The course is crafted to assist students in developing a critical eye and to formulate a personal vision. This personal vision forms the nucleus of the creation of representational, abstract and non-objective new expressions of visual reference based on the student's life and individual spirituality. Liturgy of the Hours, Eucharist, and Franciscan texts provide the daily inspiration for visual journaling, and acts as a means to define visually their Franciscan interests. Visual journals evolve into personal and public contemporary forms of iconography that add to the rich history of Franciscan pictorial imaging as a communicative endeavor. This course concentrates on the development of Franciscan images and presumes basic knowledge of artists' materials and elementary production techniques.

RESEARCH TRACK COURSES

SFS 511. Medieval Latin This course provides a basic introduction to the Latin language as used in the medieval period. While it is primarily intended to give students a basic reading knowledge, it also introduces the particular usages of medieval, as distinct from classical, Latin. Foundational and influential medieval texts are used to introduce syntax, structure and morphology. Prerequisite: Permission of instructor required. (2 credits)

SFS 571. Medieval Latin Paleography .This course, which studies Latin manuscripts of the 13th through the fifteenth century, is directed towards practice in reading such manuscripts. Students will be guided from the reading of incunabula to that of manuscripts. An effort will be made to insure that the students are reading Franciscan material and, if possible, that which pertains to their field of research.

Prerequisite: Permission of instructor required. (2 credits)

SFS 575. Medieval Franciscan Texts. The intent of this course is to guide a first reader through the Latin of a text of a Franciscan writer. The course will provide an opportunity for a reading of the chosen author in order to discover their views on the world, their concept of humankind, and their principal ideas on God, Christ, and Mary. The reader will become accustomed to the style and content of the chosen Franciscan thinker. Prerequisite: Permission of instructor required. (2 credits)

SFS 699. Master's Thesis. By means of a Master's thesis, a student has the opportunity to research, study and write on a topic or theme of the student's choice, in one of the areas of specialization available in the M.A. program in Franciscan Studies. In the thesis, the student is expected to demonstrate the ability to do independent scholarship beyond material studied in classes, with the assistance of a faculty member of the School of Franciscan Studies who functions as director. The student is expected to have the ability to do research using materials written in at least one western European language other than English in addition to Latin, the language of primary medieval Franciscan documents. The process for approval of the thesis topic as well as the two readers, in addition to the time-line for submission of the approved thesis, follows the directives of the School of Graduate Studies of St. Bonaventure University. Prerequisite: Successful completion of at least 15 hours of course work in the School of Franciscan Studies. (6 credits)

SPECIAL ELECTIVES (Occasional Offerings)

SFS 562. Advanced Graduate Seminar. Students are given the opportunity to study under a faculty member or visiting scholar with each student pursuing original research and exchanging results through reports and discussions. The seminar is strongly recommended for more advanced students, especially those intending future doctoral

studies. Prerequisite: Successful completion of three of the five core courses. Permission of instructor. (1-3 credits)

SFS 563. Independent Study. This course gives the student the opportunity to pursue study/research on a topic of particular interest to him/her, in line with the specific goals and purposes for which the student has come to study at the Institute. The project will be developed and researched in consultation with a faculty mentor. Prerequisite: Successful completion of three of the five core courses. Requirement: A written contract outlining the topic and requirements must be approved by the faculty mentor and Dean of the School of Franciscan Studies. (1-3 credits)

SFS 564. Special Topics. (This is a course given by a faculty member or a visiting professor for a particular semester. A complete description, with goals and objectives, will be provided in the registration materials provided by the School of Franciscan Studies. (1-3 credits)

GENERAL ORIENTATION COURSES (Summer Only)

These two courses are designed as a general introduction to the foundations of Franciscan life and the Franciscan movement. They are intended primarily for sisters and friars in initial formation who have little or no background in

Franciscan studies, and/or for Religious and Secular Franciscan men and women who are seeking to refresh their knowledge of the Franciscan charism. Students who decide at a later date to enter the Institute's degree programs can transfer the credits from SFS 501 for SFS 508, contingent on passing a special examination on the material.

SFS 501. Survey of Franciscan History. This course examines the development of the evangelical movement initiated by Francis of Assisi. It will concentrate on the internal developments in the three Franciscan Orders as they attempted to respond to the changing situation of the Church and society throughout history. It will end with a consideration of the major issues faced by the Franciscan movement today.

SFS 520. Francis: His Life and Charism. This course will provide an introduction to the life and times of Francis of Assisi. It will also examine his distinctive spiritual vision, as well as his impact on the medieval Church through the vast movement of evangelical renewal initiated by him. Based on his writings, and early as well as significant modern biographies, this course is designed to meet the needs of the beginning student in Franciscan studies. (2 credits)

ACADEMIC AND RELATED POLICIES

DISABILITY SUPPORT SERVICES

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

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

St. Bonaventure University does not operate a specialized learning disabilities program, but does provide services to students with identified disabilities. Students with disabilities are required to provide documentation of the disability. Documentation of a learning disability or AD/HD must be current (within 3 years) and include results from the WAIS-III, an IEP or 504 Plan, and specific recommendations made by a qualified professional (i.e. neuropsychologist, neurologist, psychiatrist, or licensed doctoral-level clinical or educational psychologist). Based on this documentation, the Coordinator of Disability Support Services (DSS) provides appropriate accommodations.

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

All disability information is treated confidentially.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

A. GENERAL PROVISIONS

- 1) **EDUCATION RECORDS.** Education Records(s) are those records maintained by the University which directly relate to a student. Education Records do not include records of instructional, administrative and educational personnel which are in the sole possession of the maker and not accessible to

anyone other than a temporary substitute; records of campus security maintained solely for security purposes and accessible only to security personnel; student employment records made and maintained in the ordinary course of business; alumni records; and student health records.

- 2) **EXPLANATION OF RECORDS.** The University will respond to reasonable requests for explanation or interpretation of Education Records.
- 3) **FERPA COORDINATOR.** The office of the University Registrar has been designated to coordinate FERPA procedures.
- 4) **RECORDS MAINTAINED BY THE UNIVERSITY.** Education Records covered by FERPA and maintained by the University are: admissions, personal, academic and financial files; and academic and placement records.
- 5) **ANNUAL NOTICE.** On an annual basis the University will notify students currently in attendance at the University of their rights under FERPA. The content of this notice will be in compliance with all Federal regulations enacted under FERPA.

B. REVIEW AND CHALLENGE TO CONTENT OF RECORDS

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

after receiving such request, will inform the student of the date, place and the time of the hearing. The student may present evidence relevant to the issues raised and may be assisted or represented at the hearings by one or more persons of his/her choice, including an attorney, at the student's expense. The panel which will decide such hearings will be composed of three administrators who have no direct interest in the outcome of the hearing (the "Panel") appointed by the vice president for academic affairs. Decisions of the Panel will be final, will be based solely on the evidence presented at the hearing, and will consist of written statements summarizing the evidence and stating the reasons for the decisions, and will be delivered to all parties concerned. The Education Records will be corrected or amended in accordance with the decisions of the Panel if the decision is in favor of the student, and the student will be so informed in writing. If the decision is against the student, he/she may place a statement in the Education Records commenting on the information in the records, or setting forth any reasons for disagreeing with the decisions of the Panel. This statement will be maintained as part of the Education Records, and released whenever the records in question are disclosed.

C. DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

11) **DISCLOSURE.** Personally Identifiable Information is any information which would make the student's identity easily traceable. Except as such disclosure is permitted by law, no one outside the University shall have access to, nor will the University disclose, such information from a Student's Education Records without the signed written consent of the student specifying: the records which may be disclosed, the purpose of the disclosed and the identity of the parties to whom disclosure is made. Under FERPA disclosure absent consent is permitted:

a. To personnel within the University whom the University has determined have legitimate education interest in the information. Only those employees of the University, individually or collectively, acting in the student's educational interests are allowed access to Student Education Records.

All on a need-to-know basis:

- b. To officials of other institutions in which students seek to enroll;
- c. To authorized representatives of federal, state or local government requesting access to the educational records in connection with an audit or evaluation of federal or state supported educational programs, or for the enforcement of or compliance with Federal legal requirements which relate to those programs;
- d. To persons or organizations providing student financial aid which the student has received, or for which the student has applied, providing that the information requested is necessary to determine eligibility for aid, the amount of aid, the conditions for aid or to enforce the terms and conditions of the aid;
- e. To organizations conducting studies for the University to develop, validate or administer predictive tests; administer student aid programs; or improve instruction, provided that this information may be used only by such organization and will be destroyed when no longer needed;
- f. To accrediting agencies carrying out their accreditation function;
- g. To parent(s) or guardian(s) of a dependent student, as Code of 1986 as amended. The University considers all Students dependent unless they submit written proof of their independence to the Registrar. Such proof must be received by the Registrar no later than five days after the first day of class for the fall semester;
- h. To persons in compliance with a judicial order or lawfully issued subpoena, provided that in advance of compliance, the University will make a good faith effort to notify the Student of the order or subpoena; and

- i. To persons in an emergency in order to protect the health or safety of students or other persons.
- 12) **DIRECTORY INFORMATION.** “Directory Information” is information contained in a student’s education record which would not generally be considered harmful or an invasion of privacy if disclosed. The University has designated the following types of information as Directory Information: Student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
 - 13) **DISCLOSURE OF DIRECTORY INFORMATION.** Under FERPA Directory Information may be disclosed by the University for any purpose at its discretion. Currently enrolled students may withhold disclosure of any or all Directory Information pertaining to them by notifying the Registrar in writing no later than five (5) days after the first day of class in the fall semester to this effect. Requests for non-disclosure will be honored by the University for only one academic year; therefore, requests to withhold Directory Information must be filed annually.
 - 14) **DISCLOSURE RECORDS.** The University will maintain a record of each request for access to and each disclosure of personally identifiable information from a student’s Education Record, unless the request is from the student, University personnel, a person with Consent or is for Directory Information. This record will include the name of the party requesting the information and their interest in it. This record will be maintained with the Student’s Education Record.

St. Bonaventure University Statement of Maintenance of Public Order

(Adopted to comply with Section 129-A of The Education Law of the State of New York)

RULES FOR MAINTENANCE OF PUBLIC ORDER

The University recognizes that all members of the University community have, within the law, the right of free expression and advocacy and encourages the responsible exercise of those rights.

All members of the University community are expected to recognize that they, on the other hand, have the obligation to conduct themselves lawfully, maturely and responsibly, and must exercise their rights of free expression and advocacy in ways which do not obstruct the orderly operation of the University, disrupt academic functions, impede the process of education or interfere with others in the exercise of their rights. The rules of conduct include but are not limited to the provisions below.

The following conduct is prohibited:

- 1) Obstruction or disruption of teaching, research, administration, or other University activities, including health care functions or other authorized activities on University premises.
- 2) Physical abuse of any person on University property or at University-sponsored or supervised functions, or conduct that threatens or endangers the health or safety of such person.
- 3) Seizure of, theft or damage to the property of the University or a member of the University community or campus visitor.
- 4) Violation of University regulations concerning entry into or use of University facilities, or the time, place and manner of public expression.
- 5) Use of, or assistance to others in the use of, illegal force or disruption of any kind on University premises.
- 6) Use of language intended to precipitate or prolong violence.
- 7) Disorderly disruption of recruiting activities authorized by the University.

REGULATIONS CONCERNING ENFORCEMENT OF RULES

In the event any person violates the foregoing rules the University will utilize one or more of the following means to restore order.

- 1) Request violators to desist.
- 2) Inform violators that continuation of the violations will result in disciplinary action and penalties, as set forth below.
- 3) Use of campus security officers to restore order.
- 4) Request assistance from police in restoring order.
- 5) Request court injunction barring continued obstruction or disruption.
- 6) Institute civil suits to recover money damages from those who destroy property.
- 7) Use such other means as are appropriate under law. Determination as to which of the foregoing means will be utilized to maintain order will be made in the light of the circumstances of each specific case after taking into account the nature and extend of the disorder, the type and degree of the disruption caused and the intensity of any violence accompanying the disorder.

POLICY ON ACADEMIC HONESTY

Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person. It also subverts the academic process by distorting all measurement. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices, penalties to be assigned, and procedures to be followed in prosecuting cases of alleged academic dishonesty may be found in the current Student Handbook. Students should familiarize themselves with these very important provisions of the Student Handbook. Copies of the Student Handbook are available through the office of student life.

ACADEMIC INTEGRITY

A resolution regarding the responsibility of the Academic Honesty Board in cases of academic dishonesty:

Whereas, the judicial system at St. Bonaventure University is based on the assumption that all members of the University Community are to be guaranteed the benefits of a fair adjudicative process, and

Whereas, the Academic Honesty Board, which is responsible for the adjudication of cases' alleged honesty, has developed and will continue to develop procedures to protect the rights of faculty and students involved in such cases.

Be it resolved, that the faculty of St. Bonaventure University urges individual faculty members to prosecute cases of academic dishonesty in accordance with the procedures outlined below:

The faculty recognizes that the individual instructor has the prerogative under the canons of academic freedom to dispense with such cases through the issuance of a punitive grade and by such other means as the assignment of additional work.

The faculty believes, however, that formal adjudication of such cases by the designated Board, operating under accepted rules of fair process, will best protect the rights of both the student and the faculty member, avoid contentiousness and lessen the likelihood of court litigation. Furthermore, the formal adjudication of all such cases in accordance with the rules of fair process will promote consistency among the punishments meted out for similar offenses.

APPEALING ACADEMIC/ADMINISTRATIVE DECISIONS

Students will have the right to appeal academic or administrative decisions that they believe to be inequitable or inappropriate. All initial and successive appeals must be filed in writing within two weeks of the issuance of the decision. The Academic Vice President will be responsible for the final appeal and will appoint a committee as appropriate for the final review.

METHOD AND FREQUENCY OF TITLE IV FINANCIAL AID DISBURSEMENTS

Federal Perkins Loans are credited directly to a student's account with the Business Office. One-half of a student's total award is credited per semester. Students receiving a Federal Work Study (FWS) award are paid on a biweekly basis for hours worked. Federal Stafford Loan funds are typically sent by electronic funds transfer (EFT) and credited directly to the student's account. Generally, one-half of the total loan is sent for each semester, less any origination fees deducted by the lender. The same is usually the case for Federal Grad PLUS Loans.

If a check is received for either a Federal Stafford or Grad PLUS loan, the Business Office will obtain the appropriate endorsement from the student.

FINANCIAL AID REFUND POLICY

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

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

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

Federal Programs (Title IV): Regulations require each educational institution to have a written policy for the refund and repayment of federal aid received by students who officially withdraw during a term for which payment has been received. These policies are effective only if a student completely terminates enrollment or stops attending classes before completing more than 60 percent of the enrollment period.

Federal aid is earned in a prorated manner on a per diem basis based on the academic calendar up to the 60 percent point in the semester. Federal aid is viewed as 100 percent earned after that point in time. A copy of the worksheet used for this calculation can be requested from the Office of Financial Aid. After the dollar amount to be refunded to the federal programs has been determined, the refund is applied to the accounts in the following sequence: Unsubsidized Federal Direct Loan, Subsidized Federal Direct Loan, Federal Perkins Loan, and Federal Graduate PLUS Loan.

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

A repayment may be required when cash has been disbursed to a student from financial aid funds in excess of the amount of aid a student earned during the term. The amount of Title IV aid is earned by

multiplying the total Title IV aid (excluding Federal Work Study) for which the student qualified by the percentage of time during the term that the student was enrolled.

If less aid was paid than earned, the student may receive a late disbursement for the difference. If more aid was disbursed than was earned, the amount of Title IV aid that must be returned is determined by subtracting the amount earned from the amount actually disbursed.

The responsibility for returning unearned aid is allocated between the university and the student according to the portion of disbursed aid that could have been used to cover university charges and the portion that could have been disbursed to the student once the university charges were covered. St. Bonaventure University will distribute the unearned portion of the disbursed aid that could have been used to cover university charges and the portion that could have been disbursed directly to the student once university charges were covered. St. Bonaventure University will distribute the unearned aid back to the Title IV programs as specified by law. The student will be billed for the amount the student owes to the Title IV programs and any amount due to the university resulting from the return of Title IV funds used to cover university charges.

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

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

ST. BONAVENTURE UNIVERSITY NEW YORK

STATE REGISTERED PROGRAMS

Program Title	HEGIS No.	Degree
Professional Accounting	502	MBA
Business Administration	0506	MBA
Strategic Leadership	601	MA
Integrated Marketing Communications	0699	MA
Adolescence Education	0803	MSEd
Differentiated Instruction	0808	MSEd
Differentiated Instruction – Special Ed	0808	MSEd
Differentiated Instruction	0808	Adv. Cert
Teaching Students with Exceptionalities	0808	Adv. Cert
School Counseling	0826.01	MSEd
School Counselor	0826.01	Adv. Cert
School District Leadership	0827	Adv. Cert
School Building Leadership	0828	Adv. Cert
Educational Leadership	0828	MSEd
Childhood Literacy	0830	MSED
Adolescent Literacy	0830	MSED
Franciscan Studies	1510	Certificate
Clinical Mental Health Counseling	2104.10	MSEd
Clinical Mental Health Counseling	2104.10	MS
Rehabilitation Counseling	2104.10	MSEd

MEMBERSHIPS AND ACCREDITATIONS

ST. BONAVENTURE UNIVERSITY

- Chartered by the Regents of the University of the State of New York

REGISTRATION:

- State Education Department of New York State

ACCREDITED BY:

- Association to Advance Collegiate Schools of Business
- Council for Accreditation of Counseling and Related Educational Programs
- Middle States Association of Colleges and Secondary Schools
- National Council for Accreditation of Teacher Education

MEMBERSHIP IN:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association for Higher Studies
- American Association of University Administrators
- American College International
- American Council on Education
- American Educational Research Association
- American Historical Association
- American Library Association
- American Personnel and Guidance Association
- American Society of Journalism School Administrators
- Archives of American Art
- Association to Advance Collegiate Schools of Business
- Association of American Colleges
- Association for Childhood Education International
- Association of College Unions
- Association of Colleges and Universities Community Arts Administration
- Association of Colleges and Universities of the State of New York
- Association of Colleges and University Housing Officers
- Association for Core Texts and Curriculum
- Association for Education in Journalism and Mass Communication
- Association of Franciscan Colleges and Universities
- Association for General Liberal Studies
- Association of Governing Boards of Universities and Colleges
- Association for Supervision and Curriculum
- Association of University Evening Schools
- Broadcast Educators Association
- Catholic Biblical Association of America
- Catholic Campus Ministry Association
- Catholic Library Association
- College Entrance Examination Board
- College Placement Council
- College and University Personnel Association
- Council for Accreditation of Counseling and Related Educational Programs
- Council for Advancement and Support of Education
- Council for Exceptional Children
- Council of Colleges of Arts & Sciences
- Council of Graduate Schools
- Council of Independent Colleges and Universities Council on Administrative Leadership

- Council on Undergraduate Research
- Eastern Association of College Deans and Advisers of Students
- Eastern Association of College & University Business Officers
- Eastern Association of Financial Aid Administrators
- Eastern College Athletic Association
- Eastern College Athletic Conference
- Franciscan Educational Conference
- International Literacy Association
- Kappa Delta Pi
- Middle Atlantic Association of College of Business Administration
- Mid-Atlantic Placement Council
- Midwestern Association of Graduate Schools
- Modern Language Association of America
- National Art Education Association
- National Intramural Recreational Sports Association
- National Association of Business Teacher Training
- National Association for College Admission Counseling
- National Association of College and University Business Officers
- National Association for the Exchange of Industrial Resources
- National Association of Financial Aid Administrators
- National Association for Foreign Student Affairs
- National Association of Independent Colleges and Universities
- National Association of Independent Schools
- National Association for Sport and Physical Education
- National Association of Student Personnel Administration
- National Association of Summer Sessions
- National Association of Women Deans, Administrators and Counselors
- National Association for Campus Activities
- National Catholic Education Association
- National Catholic Guidance Conference
- National Collegiate Athletic Association
- National Collegiate Honor Council
- National Conference of Teachers' Educational and Professional Standards
- National Council of Teachers of Mathematics
- National Entertainment Council
- National Institute of Financial Aid Administrators
- National Science Teachers Association
- National Student Teacher Association
- New York Library Association
- New York State Association for Intercollegiate Athletics for Women
- New York State Council of School District Administrators
- New York State Financial Aid Administrators
- New York State Financial Aid Administrators-Region I
- New York State Foundations of Education Association
- New York State Historical Association
- Pennsylvania Association of Colleges of Teacher Education
- Provincial Campus Ministry Association
- Public Relations Society of America
- Radio and Television News Directors Association
- University Council for Educational Administration
- Western New York Consortium of Higher Education
- Western New York Library Resources Council
- Wilderness Education Associate

GRADUATE FACULTY

- Paul Barretta (2013)**.....Assistant Professor, Marketing
B.B.A., Baruch College; M.B.A., Ibid.; Ph.D. University of Texas – Pan American
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- Craig Zuckerman (1984)** Associate Professor, Counselor Education
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OFFICE DIRECTORY

As of August 2017

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Pauline Hoffmann, Ph.D. Graduate Dean

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 Elizabeth Stengel, M.L.I.S. Reference Librarian
 Christine Zeitler, M.L.I.S. Reference Librarian
 Mary Ellen Ash, M.S.L.I.S. Reference & Government Documents Librarian
 Cathy Maldonado, M.L.S. Reference & Interlibrary Loan Librarian
 Dennis Frank, M.L.S. Archivist

TECHNOLOGY SERVICES

Michael Hoffman, Ed.D. Associate Provost and Chief Information Officer
 Daniel P. Donner, B.S.E. Director User Services
 Tyler Ayers... Network Services Manager
 Lauren Newcome, B.S. Enterprise Projects Manager
 Tracey Kongats, B.A. Programmer Analyst
 Timothy Geiger, B.A. Director of Enterprise Services
 Zach Tarbell, B.S. Applications Developer
 Robert Hyde, B.B.A. Network Support Specialist
 Timothy Hill, B.A. Media Support Specialist
 Wayne Oonk, A.A.S. PC/LAN Support Specialist
 Michael Rosenswie, B.S. PC/LAN Support Specialist
 Karla Bright, A.A.S. Instructional Support Specialist
 Carol Strauch, B.A. Director, Online and International Student Services
 Victoria Thompson, A.A.S. Administrative Assistant

REGISTRAR'S OFFICE

George Swindoll, M.Ed.	Registrar
Susan Martin, M.S.Ed.	Associate Registrar
Jody Babb, M.S.Ed.	Assistant Registrar
Genny Brockel	Enrollment Specialist
Amanda Sandburg, B.B.A.	Office Manager

ARTHUR O. EVE HIGHER EDUCATION OPPORTUNITY PROGRAM (HEOP)

Bridget Kehrer, M.S.Ed.	Director
Margaret Young, M.S.Ed.	Assistant Director
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Laurence D. Whitcomb, M.S.Ed.	Math Specialist
Paige Stone, B.A.	Academic Counselor
Nina Peterson, B.S.	Administrative Assistant

THE LEARNING CENTER

Jean Trevarton Ehman, M.A.	Director
Adriane Spencer, M.S.	Coordinator of Disability Support Services
Kathy Wysocki	Office Manager

OFFICE OF INTERNATIONAL STUDIES

Carol Strauch, B.A.	Director
Yvette Jordan	Administrative Assistant

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Christopher Brown, M.S.	Director
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Patricia Oakley, B.S.	Executive Administrative Assistant
Bruce Campbell, M.A.	Director of Graduate Admissions
Tina Dewe, A.S.	Administrative Assistant
Douglas Brady, M.F.A.	Director of Recruitment
Michael Murray, B.A.	Assistant Director of Recruitment
Dana Demarest, M.B.A.	Assistant Director of Technology and Operations
Gail Marasco, B.S.	Coordinator of Technology
Sarah Augostini, M.B.A.	Operations Manager
Monica Emery, M.S. Ed.	Director of Volunteer Relations and Events
Sandra Hanson, B.A.	Coordinator of Transfer Success and Articulation
Matthew Retchless, B.A.	Senior Assistant Director of Admissions
Adelyn Graf, B.S.	Admissions Counselor
Taylor Rosenberg, B.S.	Assistant Director
Chris Scheppner, M.A.	Assistant Director
Dean Whitcomb, B.B.A.	Assistant Director
Andrew Wyatt, B.A.	Admissions Counselor
Monica S. Thomas, Ph.D.	Director of Franciscan Health Care Professions

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Karalyn Anastasia, B.B.A.	Financial Aid Counselor

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 Elizabeth Palumbo, M.B.A. Director of Marketing

OFFICE OF COMMUNICATIONS

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 Beth A. Eberth, B.A. Director of University Communications
 Thomas Donahue, B.A. Director of Print and Electronic Publications
 Danny Bush, M.A. Senior Multi-media Producer

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Nichole J. Gonzalez, M.B.A. Interim Vice President for Student Affairs
 Ann E. Hurlburt Executive Administrative Assistant
 Michael J. Leonard, M.S, M.A.g.Ed. Director, Military Aligned Students Program
 John Gordnier, A.S Assistant Director, Military Aligned Students Program
 Gary Segrue, M.A. Director, Office of Safety and Security
 Robert S. DeFazio, M.S.Ed. Director, Center for Activities, Recreation & Leadership
 Thomas Chulick, M.A. Assistant Director, Center for Activities, Recreation & Leadership
 Parker Suddeth, B.A. Coordinator for the Damietta Multicultural Center
 Andrew T. Osborne, B.S. Co-Head Coach Men's and Women's Rugby
 Clarence Picard, B.A. Co-Head Coach Men's and Women's Rugby

CAREER AND PROFESSIONAL READINESS CENTER

Constance M. Whitcomb, M.S.Ed. Director
 Pamela Ferman, M.S.Ed. Career Counselor/Employer Relations Coordinator
 Marie Wilson, M.S.Ed. Career Counselor
 Lisa Clark Administrative Assistant

CENTER FOR STUDENT WELLNESS

Christopher Anderson, M.S.Ed, LMHC. Director
 Becky Seefeldt, DNP-BC Nurse Practitioner/Medical Services Manager
 Marti Bova, L.P.N. Office Manager/Nurse
 Amanda Gold, L.P.N. Administrative Assistant
 Lynne Knowles, L.P.N. Nurse
 Jill Nolder, L.P.N. Nurse
 Melanie Gerber, M.A., L.M.H.C. Counselor
 TBD Counselor
 Tracey Kongats, B.A. Interning Counselor
 TBD Interning Counselor

RESIDENTIAL LIVING AND CONDUCT

Robert S. DeFazio, M.S.Ed. Interim Executive Director of Residential Living & Conduct
 Cynthia Proctor Secretary for Residential Living & Conduct
 Chelsea O'Connor-Rosiek, B.A. Residence Director
 Jasmine Foster, B.A. Residence Director
 Gabrielle Slavny, B.B.A. Residence Director

OFFICE OF THE DIRECTOR OF ATHLETICS

Timothy Kenney, M.S. Director of Intercollegiate Athletics
 Barbara A. Questa, M.Ed. Deputy Director of Athletics/SWA
 Steve Campbell, B.S. Associate Athletic Director for Internal Operations & Facilities
 Steve Mest, M.S. Associate Athletic Director for External Relations
 Sarah Pruess, M.A. Assistant Athletic Director for Compliance
 Heather McDivitt, Ph.D. Assistant Athletic Director, Academic Support & Student Services

Joel Rosencrance, M.S.Ed.	Athletic Academic Coordinator
Scott Eddy, M.A.	Director of Athletic Communications
Asa Johnson, B.B.A.	Digital Media Director
Cameron Myers	Director of Bonnies Sports Properties
TBD	Director of Athletics Business and Finance
Rhonda Monahan, B.S.	Purchasing and Operations Manager
Seth Johnson, M.S.	Director of Marketing and Promotions
Tristan Mulcahy, M.S.	Director of Athletics Advancement
Nicole Boyett, M.S.	Ticket Office Manager
MaryBeth Fidurko	Athletics Secretary for Facilities/Communications
Michael Kasperski, M.B.A.	Faculty Athletics Representative
Michael Tate	Golf Course Superintendent
TBD	Scheduling & Office Coordinator for Men's Basketball
Bradly Pruett, M.S., A.T.C.	Director of Sports Medicine/Head Athletic Trainer
Olivia Anne Vita-Farnsworth, M.S. LAT., A.T.C.	Assistant Athletic Trainer
Seth Tisdale, M.S., A.T.C.	Assistant Athletic Trainer
Josh Eddy, B.S., A.T.C.	Athletic Training Intern
Caleigh Landrigan, B.S., A.T.C.	Athletic Training Intern
Victor Silva, M.S., A.T.C.	Athletic Training Intern
Morgan Stefanik, M.S., A.T.C.	Athletic Training Intern
Darryn Fiske, M.S.	Director Strength and Conditioning
Nyla Rueter, M.A.	Strength and Conditioning Intern
Brandon Salerno, B.B.A.	Assistant Strength and Conditioning Coach/Asst. Coach, Baseball
Larry Sudbrook, B.S.	Head Coach, Baseball
Mark Schmidt, B.B.A.	Head Coach, Men's Basketball
Dwayne Lee, B.B.M.	Asst. Coach, Men's Basketball
Stephen Curran, B.A.	Asst. Coach, Men's Basketball
Dave Moore, M.Ed.	Asst. Coach, Men's Basketball
Jesse Fleming, B.A.	Head Coach, Women's Basketball
Margaret Serratelli, M.Ed.	Asst. Coach, Women's Basketball
Andrea Mulcahy, B.A.	Asst. Coach, Women's Basketball
Jennifer Pruett, M.Ed.	Asst. Coach, Women's Basketball
Matt Pappano, M.A.	Director of Men's Basketball Operations
Alysha Giarra, M.Ed.	Director of Women's Basketball Operations
Bob Macfarlane, M.S.Ed.	Head Coach, Men's and Women's Cross Country/Men's and Women's Track
Kady Weisner, M.A.	Asst. Coach, Men's and Women's Cross Country/Men's and Women's Track
Ryan Swanson, B.S.	Head Coach, Golf
Josh Stauffer, B.B.A.	Volunteer Asst. Coach, Men's Golf
Kwame Oduro, B.A.	Head Coach, Men's Soccer
Ryan Arvin, B.A.	Asst. Coach, Men's Soccer
Steve Brdarski, B.A.	Head Coach, Women's Soccer
Abby Pearson, B.A.	Asst. Coach, Women's Soccer
Jack Regan, B.S.	Volunteer Asst. Coach, Women's Soccer
Mike Threehouse, B.A.	Head Coach, Softball
Todd Randall, B.A.	Asst. Coach, Softball
Chelsea Rosiek, B.A.	Head Coach, Women's Lacrosse
Jenna Kasmarik, M.F.A.	Asst. Coach, Women's Lacrosse
Chrissy Baffuto, B.S.	Graduate Assistant Coach, Women's Lacrosse
Randy Mearns, M.S.	Head Coach, Men's Lacrosse
TBA	Assistant Coach, Men's Lacrosse
Stephanie Fleming, M.B.A.	Head Coach, Men's and Women's Diving
Sean McNamee, M.A.	Head Coach, Men's Swimming
Brian Thomas, B.A.	Head Coach, Women's Swimming
Logan Arnold, B.A.	Assistant Coach, Men's & Women's Swimming
Michael Bates, B.S.	Head Coach, Men's and Women's Tennis

Beka Buchukuri, B.B.A. Asst. Coach, Men’s and Women’s Tennis
 Abby Bricker, B.S. Cheerleading Coach
 Brock Blovsky, B.B.M. Graduate Assistant, Compliance
 Jessica Stender, B.A. Graduate Assistant, Athletics
 Michael White, B.B.A. Graduate Assistant, Athletics

OFFICE OF THE SENIOR VICE PRESIDENT FOR FINANCE AND ADMINISTRATION

Nancy K. Taylor, B.B.A., C.P.A. Acting Chief Financial Officer
 Bonita Sturdevant, A.A.S. Executive Administrative Assistant
 Karl Strauss, M.B.A, C.F.A. Acting Controller

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Lorraine Smith, M.B.A. Budget Director
 Michael Green, B.B.A. Purchasing and Budget Assistant
 Colleen Sandburg, A.A.S. Purchasing Assistant

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 Ann R. Kightlinger, M.B.A. Bursar
 Patricia Shumway, B.B.A. Senior Accountant
 Kathy Wagner, B.S. Accountant
 Deborah Collins..... Grant Accountant
 Wendy Higley, A.O.S. Junior Accountant
 Lynn Brown Business Office Assistant
 Harley Winkleman, B.B.A.Accounts Receivable Bookkeeper
 Kelly Hand A/P Staff Bookkeeper
 Patty Bradley Cashier

FACILITIES DEPARTMENT

Robin Hurlburt, A.B.A. Director of Facilities Operations
 Jared Smith Associate Director of Facilities
 Kelly Hale Facilities Operations Manager
 Francisco Morales..... Chief of Custodial Services
 Christopher Heil.....Supervisor of Custodial Services
 Joe Questa Carpenter Crew Chief
 Tony Hoch..... Engineering Crew Chief
 Jerry Wolf..... Groundskeeper Crew Chief
 Jamie Peace Mailroom and Receiving Manager

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 Jacquelin M. Zimmer Human Resources Assistant
 Courtney Callahan, B.S.....Development and Engagement Coordinator

PAYROLL OFFICE

Nancy Ryan, A.O.S. Payroll Manager

EVENT MANAGEMENT

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 Jennifer Hassen, B.S. Events Coordinator
 Jennifer Pulver, B.A.Event Sales and Marketing Manager

THE REGINA A. QUICK CENTER FOR THE ARTS

Ludwig Brunner, H.M. (AT)	Executive Director
Evelyn J. Penman, B.A.	Assistant Director/Curator of Exhibitions
Sean Conklin, B.S.	Assistant Curator
Donald T. Hopwood, M.A.	Technical Director
Jennifer Skroback, A.O.S.	Office Manager
TBD.	Sales Associate

DINING SERVICES

Amy Vleminckx, B.A.	Senior Director
Nikki Clark	Retail Manager
Tina Herne	Catering Director
Jen Margeson	Clubhouse Manager
Steve Young	Food Production Manager
Andy Kirtz	Executive Chef
Jen Penhollow	Residential Manager

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Susan Anderson, B.A.	Director of Fundraising Communications
Martin Blind, M.S.	Major Gifts Officer
Janet Glogouski, B.B.A.	Major Gifts Officer
Danielle Grobmyer Thomas, MBA	Major Gifts Officer
Joseph W. Hoag, B.S.	Major Gifts Officer
Michael Kramer, B.S.	Metro New York Major Gifts Officer; QCA Development Officer
Diane Walker	Gift Processing Manager
Robert F. Keenan, B.A.	Associate Director of Planned Giving
Kathleen Ryan, B.B.A.	Assistant Director of Development for Stewardship
Diane Frick, M.B.A.	Director of Advancement Operations
Anne Goergen, B.A.	Director of Prospect Research
Karen France, B.B.A.	Assistant Director of Advancement Services and Prospect Research
Karen Heitzinger	Director of Annual Giving
Alan Riddle, M.B.A.	Annual Giving Development Officer
Rachel Elser, B.A.	Bonathon Manager
Angela Nelson, A.A.S.	Executive Administrative Assistant
TBD	Administrative Assistant
Judy Smith	Data Entry Clerk

OFFICE OF ALUMNI SERVICES

Joseph V. Flanagan, M.S.	Director of Alumni Services
Lucia Scotty, B.A.	Coordinator of Electronic Communications

OFFICE OF UNIVERSITY MINISTRIES

Fr. Francis Di Spigno, O.F.M.	Executive Director, University Ministries
Amanda Naujoks, M.A.	Associate Director, University Ministries
Debby Mooney	Receptionist
Jeffrey Sved, B.S.	Director of Franciscan Center for Social Concern
Marcia Wymer	Coordinator of Liturgy and Music Ministry
Kate Dillon Hogan, B.A.	Coordinator of Ministries Operations

MT. IRENAEUS COMMUNITY

Fr. Daniel Riley, O.F.M., M.Div.	Guardian
Michael Fenn, M.B.A.	Executive Director
Michelle Marcellin	Office Coordinator; Administrative Assistant

Mary Giardini Office Assistant
Mary Schlosser, B.S. Coordinator of Development and Volunteers
Br. Kevin Kriso, O.F.M., M.T.S., D.Min.; Br. Joe Kotula, O.F.M.; Fr. Lou McCormick, O.F.M., M.A.

MINISTERS IN RESIDENCE

Amanda Naujoks, M.A. Robinson/Falconio Hall
Jacob Everhart. Robinson/Falconio Hall
Fr. Peter Schneible, O.F.M., B.S., Ph.D. Shay-Loughlen Hall
Paula Scraba, O.S.F., Ph.D. Devereux Hall

FRANCISCAN INSTITUTE

Fr. David Couturier, O.F.M.Cap. Executive Director, Franciscan Institute

PUBLICATIONS STAFF

Jean François Godet-Calogeras, Ph.D. General Editor, Franciscan Studies; Editorial Staff
Jill Smith, B.A. Business Manager, Franciscan Institute Publications

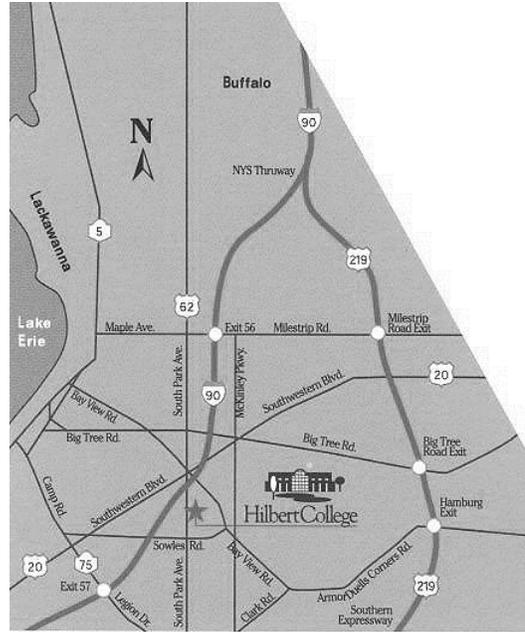
MAPS & DIRECTIONS

St. Bonaventure Campus

- | | | |
|--|---|-------------------------------------|
| H. Hopkins Hall | 11. The Regina A. Quick Center for the Arts | 23. Maintenance/Central Receiving |
| 1. Village of St. Anthony | 12. Devereux Hall/Garret Theater | 24. University Observatory |
| 2. Francis Hall/Damietta Center | 13. Butler Memorial Hall | 25. McGraw-Jennings Athletic Fields |
| 3. Glen of St. Clare | 14. University Ministries Center | 26. William F. Walsh Science Center |
| 4. Gardens of Br. Leo | 15. Reilly Center/Bob Lanier Court | 27. Swan Business Center |
| 5. Franciscan Friary | 16. Friebsam Memorial Library | 28. Tennis Courts |
| 6. University Chapel | 17. Café La Verna | |
| 7. Doyle Hall/Trustees Room | 18. Hickey Dining Hall | Local Businesses |
| 8. The Sandra A. and William L. Richter Center | 19. Shay/Loughlen Halls | D. Dunkin' Donuts |
| 9. Falconio Hall | 20. De La Roche Hall | M. Microtel Inn |
| 10. Robinson Hall | 21. Murphy Professional Building | C. Fairfield Inn |
| | 22. Plassmann Hall | |



**SBU Buffalo Center
@ Hilbert College**
5200 South Park Ave.
Hamburg, N.Y. 14075



- 1. Bogel Hall**
 - Academic Building
 - Academic Service Center
 - Chapel
 - Institute for Law & Justice
 - SIFE Cafe
- 2. Campus Apartments**
 - Buildings A,B,D,E
- 3. Campus Center**
 - Bookstore
 - Dining Hall
 - Residence Life
 - Student Activities
 - Student Government
- 4. Franciscan Hall**
 - Administration
 - Admissions
 - Campus Ministry
 - Career Center
 - Counseling Center
 - Student Finance
 - Student Life
 - Student Records
- 5. Hafner Recreation Center**
 - Athletics
 - Fitness & Weight Rooms
- 6. Maintenance Building**
 - Grounds
 - Security
- 7. McGrath Library**
 - St. Bonaventure Offices
- 8. Paczesny Hall**
 - Academic Building
 - Open Fall 2006
- 9. Residence Hall**
- 10. William E. Swan Auditorium**
 - Open Fall 2006

