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

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

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

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

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

Portions of this catalog may be outdated due to changes made since its publication.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

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. 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.

b. Explanation of Records. The University will respond to reasonable requests for explanation or interpretation of Education Records.

c. FERPA Coordinator. The office of the University Registrar has been designated to coordinate FERPA procedures.

d. 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.

e. 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.

2. Review and Challenge to Content of Records
   a. 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.

b. Limitations of Right to Inspect. Education Records excepted from the right to inspect and review outlined in paragraph 6 are:
   i. 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);
   ii. Financial records;
   iii. 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
   iv. Confidential letters and recommendations placed in the student’s 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,
   v. 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.

c. 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.

d. 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
with 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.

e. **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.

3. **Disclosure of Personally Identifiable Information**

a. 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 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:

i. 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:

ii. To officials of other institutions in which students seek to enroll;

iii. 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;

iv. To persons or organizations providing student financial aid which the student has received, 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;

v. 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;

vi. To accrediting agencies carrying out their accreditation function;

vii. 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;

viii. 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

ix. To persons in an emergency in order to protect the health or safety of students or other persons.

b. **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.

c. **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.

d. **Disclosure of 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.

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**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, 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.
# ACADEMIC CALENDARS

## Fall 2019 Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of the Week</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Wed.</td>
<td>Fall Convocation</td>
</tr>
<tr>
<td>22-25</td>
<td>Thur.-Sun.</td>
<td>Welcome Days</td>
</tr>
<tr>
<td>26</td>
<td>Mon.</td>
<td>Classes begin (undergraduate and full-semester graduate)</td>
</tr>
<tr>
<td><strong>September 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mon.</td>
<td>Final day for any schedule changes with no academic penalties and for late registration (undergraduate and full-semester graduate)</td>
</tr>
<tr>
<td>13</td>
<td>Fri.</td>
<td>Final day for students to sign up for P/F option (undergraduate and graduate)</td>
</tr>
<tr>
<td>20</td>
<td>Fri.</td>
<td>Honors project proposals due to Honors Director</td>
</tr>
<tr>
<td>27-29</td>
<td>Fri.-Sun.</td>
<td>Family Weekend</td>
</tr>
<tr>
<td>30</td>
<td>Mon.</td>
<td>Francis Week begins</td>
</tr>
<tr>
<td><strong>October 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Wed.</td>
<td>Final day for undergraduate &amp; graduate students to apply for December 2019 degree</td>
</tr>
<tr>
<td>4</td>
<td>Fri.</td>
<td>St. Francis Feast Day</td>
</tr>
<tr>
<td>4</td>
<td>Fri.</td>
<td>Final day for graduate student registration for the Foreign Language Examination</td>
</tr>
<tr>
<td>5-8</td>
<td>Sat.-Tues.</td>
<td>Midterm Break</td>
</tr>
<tr>
<td>7</td>
<td>Mon.</td>
<td>University offices closed</td>
</tr>
<tr>
<td>16</td>
<td>Wed.</td>
<td>Undergraduate midterm grades due by 10:00 AM in RecordsOffice</td>
</tr>
<tr>
<td>18</td>
<td>Fri.</td>
<td>Foreign Language Examination (graduate students)</td>
</tr>
<tr>
<td>22</td>
<td>Tues.</td>
<td>Final day to present completed graduate thesis to program director for December degree candidates</td>
</tr>
<tr>
<td>22</td>
<td>Tues.</td>
<td>Final day to register for graduate Comprehensive Examination</td>
</tr>
<tr>
<td><strong>November 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Fri.</td>
<td>Course Registration for Spring 2020 begins</td>
</tr>
<tr>
<td>8</td>
<td>Fri.</td>
<td>Final day to submit graduate thesis outline &amp; title for May 2020 graduation</td>
</tr>
<tr>
<td>12</td>
<td>Tues.</td>
<td>Final day for completed and corrected graduate thesis to be filed with the graduate dean for December graduation</td>
</tr>
<tr>
<td>15</td>
<td>Fri.</td>
<td>Last day to finish I grades from the Spring and Summer 2019 sessions (undergraduate and graduate)</td>
</tr>
<tr>
<td><strong>December 2019</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fri.</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>7</td>
<td>Sat.</td>
<td>Reading Day</td>
</tr>
<tr>
<td>8</td>
<td>Sun.</td>
<td>Non-Examination Day</td>
</tr>
<tr>
<td>9-13</td>
<td>Mon.-Fri.</td>
<td><strong>Graduate</strong> Final Examinations</td>
</tr>
<tr>
<td>9-13</td>
<td>Mon.</td>
<td><strong>Undergraduate</strong> Final Examinations</td>
</tr>
<tr>
<td>9</td>
<td>Mon.</td>
<td><strong>Exam Time</strong></td>
</tr>
<tr>
<td>10</td>
<td>Tues.</td>
<td><strong>Exam Time</strong></td>
</tr>
<tr>
<td>11</td>
<td>Wed.</td>
<td><strong>Exam Time</strong></td>
</tr>
</tbody>
</table>

31  | Thur. | Last day to withdraw from a full-semester class with a W grade
12 Thurs. Class Meeting Hour -
Exam Time
MWF 3:30 PM -
8:00-10:30 AM
MWF 11:30 AM - 10:35
AM-1:05 PM
TTH 10:00 AM - 1:10–
3:40 PM
OPEN - 3:45-6:15 PM

13 Fri. Class Meeting Hour -
Exam Time
TTH 8:30 AM -
8:00-10:30 AM
MWF 2:30 PM - 10:35
AM-1:05 PM

13 Fri. Christmas recess begins after last examination

14 Sat. December Recognition Ceremony

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

16 Mon. Winter term classes begin

19 Thurs. Last day to drop/add Winter term class

23-Jan. 1 Mon. - Wed. University offices closed

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

<table>
<thead>
<tr>
<th>Class Format and Length/Activity</th>
<th>Classes begin</th>
<th>Last day to drop or add a course</th>
<th>Last date to withdraw</th>
<th>Session End Date</th>
<th>Special considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-week online courses, Session I</td>
<td>8/26</td>
<td>9/2</td>
<td>9/25</td>
<td>10/13</td>
<td></td>
</tr>
<tr>
<td>7-week online courses, Session II</td>
<td>10/21</td>
<td>10/28</td>
<td>11/20</td>
<td>12/8</td>
<td></td>
</tr>
<tr>
<td>7-week face-to-face or hybrid courses, Session I</td>
<td>8/26</td>
<td>9/2</td>
<td>9/25</td>
<td>10/13</td>
<td>No class meetings 10/5 – 10/8; please consult class schedule for exact meeting dates</td>
</tr>
</tbody>
</table>

**Final grades for 7-week Session II classes must be submitted by Monday, December 16th at 10:00 AM.** Final grades for all other classes must be submitted within 7 days of the session end date.

**Spring 2020 Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of the Week</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Fri.</td>
<td>Winter term classes end</td>
</tr>
<tr>
<td>20</td>
<td>Mon.</td>
<td>Dr. Martin Luther King Jr. Day</td>
</tr>
<tr>
<td>21</td>
<td>Mon.</td>
<td>Final day for undergraduate and graduate students to apply for August 2020 and December 2020 degree</td>
</tr>
<tr>
<td>21</td>
<td>Tues.</td>
<td>Classes begin (undergraduate and full-semester graduate)</td>
</tr>
<tr>
<td>27</td>
<td>Mon.</td>
<td>Final day for any schedule changes with no penalties and for late registration (undergraduate and full-semester graduate)</td>
</tr>
</tbody>
</table>

**February 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of the Week</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Fri.</td>
<td>Final day for students to sign up for P/F option (undergraduate and graduate)</td>
</tr>
<tr>
<td>11</td>
<td>Tues.</td>
<td>Final day for graduate students to submit thesis outline and title to Graduate Dean for August 2019 graduation</td>
</tr>
<tr>
<td>29 - March 8</td>
<td>Sat.-Sun.</td>
<td>Spring Break for undergraduate students and full-semester graduate courses</td>
</tr>
</tbody>
</table>

**March 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day of the Week</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Mon.</td>
<td>Classes resume</td>
</tr>
</tbody>
</table>
Midterm grades for undergraduate students due by 10:00 AM in the Records Office

Final day to register for Graduate Comprehensive Examination with program director

Final day for graduate students registration for Foreign Language Examination

Final day for presentation of completed graduate thesis to major advisor to complete requirements for May 2019 graduation

Last day to withdraw from a class with a W grade (undergraduate and full-semester graduate courses)

Last day for completed thesis to be filed with the Graduate Dean for May 2020 graduation

Final date for graduate students to take Foreign Language Examination

Senior Days (Thurs. night after last exam)

Final grades for degree candidates and commencement participants due by 10:00AM in the Records Office

Honors Ceremony 11:30AM

Baccalaureate Mass 4:30PM

Commencement

All final grades due by 10:00AM in the Records Office
Due Dates for spring semester online and 7-week graduate classes

<table>
<thead>
<tr>
<th>Class Format and Length/Activity</th>
<th>Classes begin</th>
<th>Last day to drop or add a course</th>
<th>Last date to withdraw</th>
<th>Session End Date</th>
<th>Special considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-week courses, all formats</td>
<td>1/21</td>
<td>1/27</td>
<td>2/19</td>
<td>3/8</td>
<td>For face-to-face and hybrid classes please consult class schedule for exact meeting dates</td>
</tr>
<tr>
<td>Session I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-week courses, all formats</td>
<td>3/16</td>
<td>3/23</td>
<td>4/15</td>
<td>5/3</td>
<td>For face-to-face and hybrid classes please consult class schedule for exact meeting dates</td>
</tr>
<tr>
<td>Session II</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Final grades for degree candidates and commencement participants must be submitted by 10:00 AM on Friday, May 15th. All other grades of 7-week session II classes must be submitted within 7 days of the session end date.
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, PO. Box 2520, St. Bonaventure University, St. Bonaventure, N.Y. 14778.

The office email address is gradsch@sbu.edu and the Web address is https://www.sbu.edu/admission-aid/graduate-admissions.

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 required 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 http://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; http://www.ets.org (2793)
- GMAT: (800) 717-GMAT (4628); http://www.mba.com (TKZ-0C-79)
- TOEFL: (877) 863-3546; http://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.

4. Admission is based on student’s unofficial transcript.

**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. Approval is course specific.

**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) 375-2087.

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 does not bear an imprint of the seal of the University. Such transcripts will be sent to the student for information purposes. Each request for an unofficial transcript should contain the student’s current address and must be accompanied by the transcript fee of $5.

9. Full-Time Status: A student whose major portion of time is devoted to activities that are part of a graduate degree program shall be considered a full-time graduate student. In accordance with this policy, a student shall be considered on full-time status if:
   a. the student is enrolled for a minimum of nine credit hours of graduate course work or six credit hours during the summer session, or
   b. 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
   c. the program director of the student’s major field certifies that the student is enrolled and is engaged in full-time pursuit of a graduate degree, upon approval of the program dean and the dean of Graduate Studies.

10. Grade Changes, Except for I and IP Grades should not be made without just cause. Students are expected to complete all prescribed coursework 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.
COURSE LISTINGS - GRADUATE

C
- COUNSELING EDUCATION (CE) (p. 15)
- CYBERSECURITY (CYB) (p. 18)

D
- DIFFERENTIATED INSTRUCTION (DIFF) (p. 19)

E
- EDUCATION (EDUC) (p. 20)
- EDUCATIONAL LEADERSHIP (EDL) (p. 22)
- ENGLISH (ENG) (p. 25)

I
- INTEGRATED MARKETING COMM (IMC) (p. 26)

M
- MASTERS, BUS AD (MBA) (p. 29)
- MATHEMATICS (MATH) (p. 34)

R
- READING (READ) (p. 34)

S
- SPECIAL EDUCATION (SPED) (p. 36)
- STRATEGIC LEADERSHIP (MSL) (p. 37)

COUNSELING EDUCATION (CE)

CE-500 RESEARCH METHODS IN THE EDUCATION PROFESSION (3 Credits)
The course provides an introduction to the many methodologies commonly used in the education professions of teaching, counseling, and leadership. Participants will recognize the characteristics of well-designed quantitative and qualitative research and what methodologies may be used to best address given research questions. Design of an original research project and critical analysis of both qualitative and quantitative research are components of the course.
Restrictions: RG,UG,GR

CE-505 TECHNOLOGY FOR EDUCATORS AND COUNSELORS (3 Credits)
This course will develop understanding, perspective, competence and leadership in the use of technology in education and counseling. 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 technology applied in his/her profession.
Restrictions: RG,UG,GR

CE-510 INTR TO THE PROFESSION OF COUNSELING (3 Credits)
To acquaint the student with the field of Counseling Psychology. This is the introductory graduate course in counseling which provides a general overview and survey of the profession. Roles and responsibilities of counselors across a variety of settings will be examined.
Restrictions: RG,UG,GR

CE-511 ADVANCED HUMAN GROWTH & DEVELOPMENT (3 Credits)
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.
Restrictions: RG,UG,GR

CE-530 THEORIES AND TECHNIQUES OF COUNSELING (3 Credits)
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.
Restrictions: RG,UG,GR

CE-540 ABNORMAL PSYCHOLOGY (3 Credits)
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 the 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.
Restrictions: RG,UG,GR

CE-550 GROUP COUNSELING (3 Credits)
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, Psycho-educational, Counseling, and Psychotherapy.
Restrictions: RG,UG,GR

CE-550A GROUP COUNSELING SUPERVISION (0 Credits)

CE-550B PSYCH TESTING & ASSESSMENT (3 Credits)
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.
Restrictions: RG,UG,GR

CE-570 CAREER COUNSELING (3 Credits)
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.
Restrictions: RG,UG,GR

CE-610 PRACTICUM IN COUNSELING (3 Credits)
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-610A PRACTICUM CE SUPERVISION (0 Credits)

CE-620A INTERNSHIP I: SCHOOL COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-620B INTERNSHIP II: SCHOOL COUNSELING (3 Credits)
To provide school counseling interns with an opportunity to build upon the learning experience of CE 620A. Whereas 620A focused on the indoctrination of 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 educational 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 ADV INTERNSHIP: SCHOOL COUNSELING (3 Credits)
This course is designed to provide practicing school counselor 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.
Restrictions: RG.UG.GR

CE-625A INTERNSHIP I: CLINICAL MENTAL HEALTH COUNSEL (3 Credits)
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.
Restrictions: RG.UG.GR

CE-625B INTERNSHIP II: CMHC (3 Credits)
Designed to provide agency counseling interns with an opportunity to build upon the learning experiences of CE 625A.

CE-626 ADV INTERN: COMM. MENTAL HEALTH COUNSEL. (3 Credits)
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 MGMT OF SCHOOL COUNSELING PROGRAMS (3 Credits)
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.
Restrictions: RG.UG.GR

CE-631 SEM: SCHOOL COUNSELING (3 Credits)
This course is designed to provide school counselors with a forum to explore and discuss the literature, practice, and current issues associate with school counseling. Sample topics for discussion include ethics, certification, special client populations (e.g. children with disabilities, children who are grieving); legislation professional organizations, current issues (e.g. supervision, peer mediation and conflict resolution, motivation, state standards, and evaluation of school counseling services. This course is required for school counselors seeking permanent certification.

CE-634 INTERVEN FOR SCHOOL & CMH COUNSELING (3 Credits)
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 SEM IN CLINICAL MENTAL HEALTH COUNS. (3 Credits)
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 MGMT CLINICAL MENTAL HEALTH COUNS PROGS (3 Credits)
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 within an agency setting. The seminar is offered in cooperation with local mental health professionals and includes on-site visits.
Restrictions: RG.UG.GR

CE-638 MULTICULT COUNSELING (3 Credits)
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 (3 Credits)
Course 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.
Corequisite(s): CE-510 CE-530 CE-550
Restrictions: RG.UG.GR

CE-641 PSYCHOPHARMACOLOGY AND ADDICTIONS (3 Credits)
This course is designed to be an introduction to the field of psychopharmacology and how it applies to addictions. Course participants 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.
Restrictions: RG.UG.GR
CE-642 INTRODUCTION TO CRISIS COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-643 Counseling for Trauma-Causing Events (3 Credits)
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-644 Medical, Psychosocial & Vocational Aspec (3 Credits)
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 Rehab Counseling Programs (3 Credits)
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 and Vocational Rehab (3 Credits)
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: Rehab Counseling (3 Credits)
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: Rehab Counseling (3 Credits)
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 FAMILY & COUPLES COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-650 SCH/COUNS & SP/EDUCATION (3 Credits)
Restrictions: RG.UG.GR

CE-651 ASSESS/COUNS W/CHILDREN (3 Credits)

CE-652 BRIEF THERAPY (3 Credits)
Restrictions: RG.UG.GR

CE-653 CHILD ADVOCACY STUDIES I: PERSPECTIVES ON CHILD MALTREATMENT & CHILD ADVOCACY (3 Credits)
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.
Restrictions: RG.UG.GR

CE-654 CHILD ADVOCACY STUDIES II: PROFESSIONAL & SYSTEM RESPONSES TO CHILD MALTREATMENT (3 Credits)
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.
Corequisite(s): CE-653

CE-655 CHILD ADVOCACY STUDIES III: RESPONDING TO THE SURVIVOR OF CHILD ABUSE & SURVIVOR RESPONSES (3 Credits)
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 experiential lab for this course involves court room observation and interaction with children.
Corequisite(s): CE-653 CE-654

CE-660 SP/TOPICS IN COUNS.PSYC (3 Credits)
To provide students with intensive study on a particular topic in the field of Counseling.
CE-660D ASSESS/COUNS W/CHILDREN (3 Credits)
CE-660E BRIEF THERAPY (3 Credits)
CE-660G SCH/COUNS & SP/EDUCATION (3 Credits)

CE-661 GRIEF COUNSELING COPING WITH LOSS & UNDERSTANDING THE GRIEF PROCESS (3 Credits)
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.
Restrictions: RG.UG.GR

CE-662 RESIDENCY 1: PROFESSIONAL PRACTICE OF COUNSELING (3 Credits)
This residency course will provide beginning opportunities for students to explore special topics regarding their tracks of study of mental health and school counseling. It will also allow students to lead experiential activities within the areas of individual and group counseling skill development. Additionally, students will be given opportunities to consult with faculty to receive direction, feedback, and supervision. There will be modules, lessons, and assignments before and after this four-day, in-person residency.

CE-663 RESIDENCY 2: ADVANCED PROFESSIONAL PRACTICE OF COUNSELING (3 Credits)
This residency course will provide advanced opportunities to build upon special topics regarding their tracks of study of mental health and school counseling. It will continue to allow students to lead experiential activities within the areas of individual and group counseling, through role play and simulation. Students will be given further opportunities to consult with faculty to receive direction, feedback, and supervision. There will be modules, lessons, and assignments before and after this four-day, in-person residency.

CE-698 INDEPENDENT STUDY (3 Credits)
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 (1-6 Credits)
The thesis involves substantial research work on a topic identified by the student and approved by the thesis adviser.

CYBERSECURITY (CYB)

CYB-500A COMPUTERS & CYBER WORLD (3 Credits)
Computer hardware and organization, number systems, types of data, discrete mathematics and logic, algorithms, files and data structures, operating systems and compilers, virtual machines, Linux, security, privacy, threats, identity, introduction to technical, legal & policy issues in cybersecurity.

Restrictions: RG.UG.GR

CYB-500B INTRODUCTION TO PROGRAMMING (3 Credits)
The course introduces the object-oriented approach to software design using the programming language Java. The programming language Java is used to implement software designs. No previous programming experience is presupposed.

Restrictions: RG.UG.GR

CYB-500C INTRODUCTION TO DATABASES (3 Credits)
An introduction to database management systems, including database design and application development. Different database models are introduced, with emphasis on the relational model. The theoretical principles underlying the design of a database and the physical storage of data and its integrity are covered. Other conceptual points are covered such as relations in mathematics that form the bases of a relational model. Along with designing and implementing databases using Sequel Server, the student will create a GUI interface to a database using JDBC and JavaFX.

Restrictions: RG.UG.GR

CYB-501 FOUNDATIONS OF CYBERSECURITY, ETHICAL HACKING, PENETRATION TESTING (3 Credits)
To provide students with a fundamental understanding of cybersecurity and an in-depth understanding of penetration testing and ethical hacking. This course will include intelligence gathering, assessment of software vulnerabilities and weaknesses, cross platform penetration testing, learning ethical hacking requirements, and data protection.
Restrictions: RG.UG.GR

CYB-502 ADVANCED CYBERSECURITY (3 Credits)
This course will expand on previous cybersecurity courses and delve deeper into its topics. Combining topics from computer science and cybersecurity, students will delve into system and network analysis, Diverse DDoS, DDoS and advanced persistent attacks, intrusion detection system development and control system. Students will be able to use quantitative and qualitative reasoning to solve problems with an array of different system vulnerabilities. Students will need knowledge of operating systems and advanced algebra before taking this course.
Restrictions: RG.UG.GR

CYB-503 Enterprise Security (3 Credits)
This course will expand on previous cybersecurity courses and introduce business and enterprise topics. This will be done through analysis of real-world business examples of cyberattacks and the needs businesses have in the areas of cybersecurity. This course will emphasize real-world developmental practices and aim to improve students’ ability to work in a professional cybersecurity environment.
Restrictions: RG.UG.GR

CYB-504 CYBERSECURITY FORENSICS (3 Credits)
This course will give an in-depth look into the world of cybercrime and digital evidence. Throughout this course, students will use industry tools to perform forensic analysis of crimes to learn about how to prevent, detect, and respond to cyber-crime, cyber-terrorism, and cyber-predators. This course aims to both inform students of the types of crimes that exist as well as ways to catch those responsible even through virtual anonymity.
Restrictions: RG.UG.GR
DIFFERENTIATED INSTRUCTION (DIFF)

DIFF-503 ASSESSMENT - STUDENT W EXCEPTIONALITIES (3 Credits)
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 assessments, along with criterion referenced test 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.

Restrictions: RG.UG.GR

DIFF-504 COMM/COLL SKILL STND-BASE INCLUSIV EDUC (3 Credits)
This course centers on the development of effective communication and collaboration skills for building and maintaining inclusive support systems for student 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.

Restrictions: RG.UG.GR

DIFF-506 LANG/LIT/COMM STUDENT W EXCEPTIONALIT (3 Credits)
The course content focuses 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*, including those with 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.

Restrictions: RG.UG.GR

DIFF-510 DIFFERENTIATED INSTR STRAT. (3 Credits)
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 of experience working with students with disabilities.

Restrictions: RG.UG.GR

DIFF-511 FOUND/INCLUSIVE EDUCATION (3 Credits)
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.

Restrictions: RG.UG.GR
DIFF-512 ADV BEHAVIORAL STRATEGIES (3 Credits)
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 consequencies 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 (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-590B EXTENDED PRACTICUM FOR GRADUATE EDUCATION - STUDENTS WITH DISABILITIES BIRTH-GRADE 2 (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-590C EXTENDED PRACTICUM FOR GRADUATE EDUCATION - STUDENTS WITH DISABILITIES GRADES 1-6 (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-590G EXTENDED PRACTICUM FOR GRADUATE EDUCATION - STUDENTS WITH DISABILITIES GRADES 7-12 (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-598 PRACTICUM IN GIFTED EDUCATION (2 Credits)
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 instructor to plan this experience. Submission of an electronic portfolio showing professional growth and accomplishments is also required.

Corequisite(s): DIFF-600

DIFF-600 CAPSTONE RESEARCH FOR DIFFERENTIATED INSTRUCTION (2 Credits)
This course requires participants to develop an original research project to address a question related to education Participants support their research with a review of relevant literature and present their research through submission of a written paper and a public presentation.

Corequisite(s): DIFF-598

EDUCATION (EDUC)

EDUC-500 RESEARCH METHODS IN THE EDUCATION PROFESSION (3 Credits)
This course provides an introduction to the many methodologies commonly used in the education professions of teaching, counseling, and leadership. Participants will recognize the characteristics of well-designed quantitative and qualitative research and what methodologies may be used to best address given research questions. Design of an original research project and critical analysis of both qualitative and quantitative research are components of the course.

Restrictions: RG.UG.GR

EDUC-505 TECHNOLOGY FOR EDUCATORS & COUNSELORS (3 Credits)
This course will develop understanding, perspective, competence and leadership in the use of information technology in the education and counseling. 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 technology applied in his/her profession.

Restrictions: RG.UG.GR

EDUC-510 ADV.HUMAN GROWTH & DEVELOPMENT (3 Credits)
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.

Restrictions: RG.UG.GR

EDUC-515 LEADERSHIP (3-6 Credits)

EDUC-516 SOCIOAL FOUND OF AMER EDUC (3 Credits)

EDUC-517 PHILOSOPHY OF EDUCATION (3 Credits)

EDUC-519 PROB. OF SCHOOL PRIN. (3 Credits)

EDUC-523 DESIGNING/DELIVERING INSTRUCTCN (3 Credits)
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.

Restrictions: RG.UG.GR
EDUC-524 METH/MODELS/ MGMT OF INSTRUCTION (2 Credits)
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.

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

EDUC-524B SECONDARY L.O.T.E. METHODS (1 Credit)
This course examines the methods, skills, and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E classroom. Additional emphasis is placed on the uses of technology, application of L.O.T.E. curriculum standards, current issues, and professional development.

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

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

EDUC-524E SECONDARY SOCIAL STUDIES METHODS (1 Credit)
This course examines the methods, skills, and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply the discipline specific knowledge of basic instructional models, strategies, resources, and management tools used to implement effective instruction. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.
EDUC-541 WKSP:TEACHER MADE MATERIALS (3 Credits)
EDUC-547 MEASUREMENT & APPRAISAL COUNSELORS (3 Credits)
EDUC-551 ALCOHOL PROBLEMS (0 Credits)
EDUC-552 WOMEN SEXUALITY L C (0 Credits)
EDUC-553 LEARNING PROBLEMS (0 Credits)
EDUC-560 THE PROFESSIONAL TEACHER (3 Credits)
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.
Restrictions: RGP.123
EDUC-564 UNDERSTAND.INDIVID. (3 Credits)
EDUC-571 ADV EDUC & OCCUPATIONAL INFO (3 Credits)
EDUC-572 ADMIN. LEADERSHIP II (3 Credits)
EDUC-573 ADMIN. OF SECONDARY SCHOOL I (3 Credits)
EDUC-574 ELEM SCH ADMIN (3 Credits)
EDUC-576 ADMIN. OF SECONDARY SCHOOL II (3 Credits)
EDUC-577 SCHOOL FINANCE (3 Credits)
EDUC-582 IMPROVMT. OF INSTR. (3 Credits)
EDUC-583 SUPERVISION IN ELEM SCHOOL (3 Credits)
EDUC-587A ADM. CURR. PLANNING IN SPEC.EDUC. (1 Credit)
EDUC-587B READING TECHN. FOR SPEC.EDUC. (1 Credit)
EDUC-587C INTRO TO ASSES. OF SPEC ED STU (1 Credit)
EDUC-587G ASSESS & CLASS IN SPEDUCAATION (1 Credit)
EDUC-587H BEHAVIOR MGMT IN CLASSROOM (1 Credit)
EDUC-587I DEV. STUDENT WRITING SKILLS (1 Credit)
EDUC-587J ASSESSMNT IN SPECIAL EDUC (1 Credit)
EDUC-587K THE PRODUCTIVE IMAGINATION (1 Credit)
EDUC-587L CLASSRM MGMT/PLANNING FOR PROB (1 Credit)
EDUC-588 SECONDARY STUDENT TEACHING (3 Credits)
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.
Restrictions: RG.UG.GR
EDUC-599A SAFE SCHOOLS WKSP (0 Credits)
Restrictions: RG.UG.GR
EDUC-599B CHILD ABUSE PREV (0 Credits)
Restrictions: RG.UG.GR
EDUC-599C CONFLICT RESOL. WKSP (0 Credits)
EDUC-599D CULT DIVER WKSP (0 Credits)
Restrictions: RG.UG.GR
EDUC-599J Harassment, Bullying, Cyberbullying & Di (0 Credits)
This course will address the social patterns of harassment, bullying and discrimination, including but not limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. It will also cover the identification and mitigation of harassment, bullying and discrimination; and strategies for effectively addressing problems of exclusion, bias and aggression in educational settings. Successful completion of this course will meet the certificate requirements in §14(5) of Chapter 102 of the Laws of 2012.
Restrictions: RG.UG.GR
EDUC-599K EXPERIENCE IN DIVERSE ENVIRONMENTS (0 Credits)
This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting.
EDUC-604 HIST. CATHOLIC EDUC IN U.S. (3 Credits)
EDUC-615 USING DATA FOR SCHOOL IMPROVEMENT (3 Credits)
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-642 SURV,ORGANIZ,USE EDUC/VOC INF (3 Credits)
EDUC-643 ORG. & ADM. OF GUID. PROG. (3 Credits)
EDUC-647 SUPERVISED PRACTICUM–LECTURE (3 Credits)
EDUC-649 FIELD EXP. WITH SUPERV. (3 Credits)
EDUC-649N FIELD EXPER. NON SCH. (3 Credits)
EDUC-650 SEM IN LIT. OF GUIDANCE (3 Credits)
EDUC-655 BASIC SYMPOSIUM (3 Credits)
EDUC-655B MED. ASPECTS/REHAB COUNSELING (3 Credits)
EDUC-656 MENTAL HEALTH (3 Credits)
EDUC-657 SUPERVISED GRP COUNC. (3 Credits)
EDUC-661 LEGAL PROB. OF PERSONNEL (3 Credits)
EDUC-662 LEGAL PROB. OF STAFF PERSONNEL (3 Credits)
EDUC-663 SCHOOL/COMM RELATIONS (3 Credits)
EDUC-664 LEGAL PROB & RECENT LEGISLATN (3 Credits)
EDUC-665 SEC SCH CURRICULUM (3 Credits)
EDUC-666 INDEPENDENT STUDY (1-6 Credits)
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.
EDUCATIONAL LEADERSHIP (EDL)
EDL-501 SCHOOL LEADERSHIP PREQUEL (3 Credits)
The course is done in partnership with CA BOCES and local school superintendents. The course is offered as an overview of the work of a school leader and provides students with introduction to the many facets of successful school leadership. Students must receive prior approval to register for the course.
EDL-515 LEADERSHIP/PRINCIPALSHIP (3 Credits)
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.
Restrictions: RG.UG.GR

EDL-522 SCHOOL/COMMUNITY RELATIONSHIPS (3 Credits)
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 organizations. 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.

EDL-523 SCHOOL LAW (3 Credits)
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.
Restrictions: RG.UG.GR

EDL-524 SCHOOL FINANCE (3 Credits)
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 and involving staff and community.

EDL-535 EVAL/SUPRV INSTR/STAFF (3 Credits)
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 which 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.
Restrictions: RG.UG.GR

EDL-538 STNDRD-BASED CURR DESIGN (3 Credits)
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. 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.

EDL-542 LEADING EFFECTIVE INCLUSIVE SCHOOLS (3 Credits)
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); demonstration 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.
Restrictions: RG.UG.GR

EDL-550 POLITICAL ASPECTS OF EDUC (3 Credits)

EDL-597A SUPR CURR/INST PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597B SUPR CURR/INST INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597A SUPR CURR/INST PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597B SUPR CURR/INST INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597A SUPR CURR/INST PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597B SUPR CURR/INST INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597A SUPR CURR/INST PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

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EDL-597B SUPR CURR/INST INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY
EDL-598A INTERNSHIP I (3 Credits)
EDL-598B INTERNSHIP II (3 Credits)
EDL-599A SCH BLDG LDR PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. 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.
Restrictions: RG.UG.GR
EDL-599B SCH BLDG LDR INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 400 clock hours in an elementary 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.
Restrictions: RG.UG.GR
EDL-599C INTERNSHIP/PRACTICUM SUPERVISION (0 Credits)
This is a zero credit course that students register for when they have completed the courses of EDL 599 A and EDL 599 B but have not completed the required 600 hours of field based experience.
Restrictions: RG.UG.GR
EDL-610 NEGOTIATIONS (3 Credits)
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 employees, procedures and the rules of bargaining.
Restrictions: RG.UG.GR
EDL-615 USING DATA FOR SCHOOL IMPROVEMENT (3 Credits)
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.
EDL-620 THE SUPERINTENDENCY (3 Credits)
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.
Prerequisite(s): Take EDL-515
Restrictions: RG.UG.GR
EDL-630 CENTRAL OFFICE LEAD/PLAN (3 Credits)
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; to include construction issues; needs assessment as related to short and long term planning issues: grants and outside funding issues, and personal time management. NOTE: Required for Pa. Letter of Eligibility.
EDL-640 LEADERSHIP IN PERSONNEL ADMINISTRATION (3 Credits)
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.
Corequisite(s): TAKE EDL-515
EDL-698 INDEPENDENT STUDY (1-3 Credits)
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.
EDL-698A SCHOOL DISTRICT LEADER PRACTICUM (1 Credit)
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.
Restrictions: RG.UG.GR
EDL-698B SCHOOL DISTRICT LEADER INTERNSHIP (2 Credits)
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 internship cannot be started in a student has a grade of IP in EDL 599A or EDL 599B.
Restrictions: RG.UG.GR
EDL-698C INTERNSHIP/PRACTICUM SUPERVISION (0 Credits)
This is a zero credit course that students register for when they have completed the courses of EDL 698 A and EDL 698 B but have not completed the required 180 hours of field based experience.
Restrictions: RG.UG.GR

ENGLISH (ENG)

ENG-500 BIBLIOGRAPHY/METH OF RESEARCH (3 Credits)
Methods and materials of research and an introduction to the problems of locating, assembling, and organizing material for the study of English literary history and criticism. (Bibliography)
Restrictions: RGP.123

ENG-501 LITERARY THEORY (3 Credits)
A study of the nature and function of literature and its relationship to the other arts with a view toward formulating basic theoretical and aesthetic problems. Developing writing and argumentative skills to incorporate and debate theory and its applicability to literature and culture will be emphasized. Literary works will be selected and studied to illustrate such formulations. (Criticism / Theory)
Restrictions: RG.UG.GR

ENG-502 LITERARY CRITICISM (3 Credits)
A study of the major critical statements from Plato to New Critics, modern critical movements, and basic approaches to criticism. Strategies for incorporating critical approaches into student writing and developing critical thinking skills in more cultural, political, and aesthetic modes will be emphasized. Appropriate literary works will be selected to illustrate such studies. (Criticism / Theory)
Restrictions: RG.UG.GR

ENG-504 COMPOSITION THEORY (3 Credits)
A study of the theory and practice of teaching composition at the collegiate level. Topics considered will include the historical, cultural, and political contexts of multiple theories of pedagogy covered, as well as applications and assessment of each theory. In addition to the theoretical components of the course, class time will be dedicated to practical applications of theory to current pedagogy and curriculum for CLAR 110.

ENG-505 TEACHING PRACTICUM (3 Credits)
English 505 is a continuation of ENG 504 that requires students to examine competing pedagogies and theories of composition and rhetoric both theoretically and in practical applications. This course will require students to participate in research, writing, and collaborative activities centered around their experiences in the classroom.

ENG-524 MIDDLE ENG. LITERATURE (3 Credits)
An examination of such works as Sir Gawain and the Green Knight in the light of the historical and cultural backgrounds of the time, with emphasis on literary forms. (Early British)

ENG-525 CHAUCER (3 Credits)
An intensive study of selected works by the first great English poet. (Early British)

ENG-526 RESEARCH IN SELECT. TOP. (3 Credits)
ENG-533 SHAKESPEARE (3 Credits)
A close reading of selected tragedies, comedies or histories, or combination of these, with special attention to the relationship between language and ideas. (Early British)

ENG-535 DRAMA:1475-1642 (3 Credits)
ENG-536 ENG.LIT OF SIXTEENTH CENT. (3 Credits)
A close examination of selected authors of literary types projected against the social, political, and literary concerns of the time. (Early British)

ENG-537 ENG.LIT OF SEVENTEENTH CENT. (3 Credits)
A continuation of the preceding, from Donne through Milton. (Early British)
Restrictions: RGP.123

ENG-540 ENG LIT OF REST & 18TH CENT. (3 Credits)
Principal works of the Restoration and eighteenth century are studied in a framework of literary and historical relationships, with particular emphasis on satire, print culture, English cultural study, and comedies of wit. (Early British)

ENG-541 AGE/SWIFT, SHERIDAN & JOHNSON (3 Credits)

ENG-547 ENGLISH NOVEL OF THE 18TH CENTURY (3 Credits)
A study in the development of the English novel, with emphasis upon the social and historical relevance of eighteenth century popular cultural and authors such as Behn, Haywood, Defoe, Swift, Fielding, Richardson, Sterne, and Austen. (Early British)

ENG-551 STUDIES IN ENG. ROMANTICISM (3 Credits)
The poetry and prose of Blake, Wordsworth, Coleridge, Byron, Shelley and Keats, as well as selected other writers. Close attention will be given to the philosophical, social, and aesthetic forces that define Romanticism. (Modern British)

ENG-553 AGE OF JACKSON (3 Credits)

ENG-556 SEM. IN BRITISH FICTION (3 Credits)
ENG-563 STUD. IN VICTORIAN POETRY (3 Credits)
Extensive reading in and study of selected poets of the period in the context of the aesthetic and cultural movements of the time (Modern British)

ENG-567 ENG. NOVEL OF VICTORIAN PERIOD (3 Credits)
Extensive reading in several novelists of the period, examining the shape and trend of the novel. Special attention will be devoted to such writers as Dickens, Eliot, and Hardy. (Modern British)

ENG-572 AMER.LIT-NINETEENTH CENTURY (3 Credits)
Extensive readings of a few selected writers of the period with a view to ascertaining their philosophical and aesthetic tenets. (American)
Restrictions: RG.UG.GR

ENG-572S ENGLISH COOPER/MELVILLE (3 Credits)
ENG-573 AMER. FICTION 20TH CENTURY (3 Credits)
ENG-574 AMERICAN LITERARY MOVEMENTS (3 Credits)
Considerations of one or two of the major aesthetic trends in American literature. These trends include: Romanticism, Realism, Naturalism, Modernism, Postmodernism, Contemporary/Genre Fiction. If two trends are studied, they are the two parts of a historically progressive dyad (e.g.; Modernism, Postmodernism). Although the course is usually taught as an expansive sampling of various authors, it may also be taught with a narrower focus upon two or three extremely influential authors. (e.g.; Hawthorne and Melville) (American)

ENG-581 ENG.NOVEL.-TWENTIETH CENT. (3 Credits)
Readings and analysis of the novels of a few selected writers in the period from 1900 to 1950, with the major emphasis on the first two decades, and especially upon such novelists as James, Conrad and Joyce. (Modern English).
ENGLISH ELECTIVE (1-6 Credits) at St. Bonaventure University.

Restrictions:

- ENG-700A ENGLISH ELECTIVE
- ENG-700B ENGLISH ELECTIVE

Credit will be awarded upon approval of the thesis by the thesis committee and the Dean of Graduate Studies.
IMC-570 ANALYTICS, DATA VISUALIZATION, & Interpretation (3 Credits)
Big data, media analytics, and geographic information systems (GIS) have changed the face of marketing communication research by allowing us to dig more deeply into data and research to find specific answers to general questions. This class examines big data and analytics and delves into GIS allowing students to visualize and interpret data in a number of ways. 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.
Prerequisite(s): #Take IMC-520

IMC-580 FINDING SIGNIFICANCE: SOCIAL MEDIA & CONSUMER INSIGHTS (3 Credits)
Consumer adaptation of new communication applications and technologies (social media, blogging, social bookmarking, microblogging, consumer-generated-content development) is changing the communications landscape. This course is designed to empower students to become disciplined and astute discoverers of consumer behavior with regards to digital technologies. Students will develop a thorough understanding of how consumers use the digital space to enhance their lives, work and relationships and to uncover consumer insights that help them develop empathy for their audiences. Current research in consumer behavior, digital technologies, and case studies in best practices will help inform student creation of messaging that engage consumers. This course will expand upon many of the concepts of presented in IMC 560.

IMC-590 FINDING THEM WHERE THEY ARE: MOBILE MARKETING COMMUNICATION (3 Credits)
Mobile devices have revolutionized the way consumers communicate, shop and interact with brands. Research shows that global mobile data traffic is projected to increase nearly sevenfold in the next several years. IMC practitioners are now required to have an in-depth knowledge of mobile marketing practices to accommodate current consumer expectations and the expertise to create, lead, and execute a mobile-first marketing strategy. In this course, students will gain a comprehensive understanding of mobile marketing; research, strategize and implement applicable actions that will maximize brand discoverability, credibility and new audience potential; and construct and exceed mobile user experience expectations.

IMC-600 EMBRACING STRATEGIC THINKING: MARKETING STRATEGY & PLANNING FOR IMC (3 Credits)
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. This class also examines targeting; segmenting and positioning procedures; and competitive, consumer, and market analyses. Case study analysis will be utilized throughout the course to promote experiential, real-world understanding of the material.

IMC-610 EMBRACING ANALYSIS: TOOLS OF ANALYSIS AND COMMUNICATION (3 Credits)
This course provides students with training in the thinking processes and tools used by the IMC Practitioner in analysis and decision making. Emphasis is place on the translation of cold numbers or data into skilled communication decisions and strategies. Students are also exposed to basic principles of finance, economics, budgeting, R.O.I., financial statements and quantitative analysis in this course to prepare students to formulate well-developed and informed financial and strategic decisions regarding an organization's IMC plan.
Restrictions: RG.INMCO

IMC-620 EMBRACING YOUR TALENT: CREATIVE, STRATEGY & DESIGN (3 Credits)
This class focuses on symphonic thinking in the development of a variety of marketing communications messages based on insights gleaned from primary and secondary research. Students will learn to develop strategy, to evaluate creative work, and to maintain strategic continuity across media. Students will learn how to distill a creative strategy from a focused brief, to create an advertising campaign, to create and evaluate concepts and executions against the strategy and brief, and to maintain continuity of message across disparate media. Students will also position the product, service or brand in terms of the competitive situation, the circumstances of use, and the cultural environment. In short, in this class you must make the leap from the reasoned logic of developing a strategy to the inexplicable process of creativity. Bring both your right brain and your left brain to class.
Prerequisite(s): Take IMC-555
Restrictions: RG.INMCO

IMC-625 THE US HEALTH CARE SYSTEM (3 Credits)
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 EMBRACING YOUR PR SKILLS: DEVELOPING A VOICE FOR YOUR CLIENT (3 Credits)
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 counseling. 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.
Restrictions: RG.UG.GR
IMC-660 ADV, INTNT MKT & PUBLICITY (3 Credits)
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.
Restrictions: RG.UG.GR

IMC-675 HEALTH CARE COMMUNICATION (3 Credits)
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.

IMC-680 ADVERTIS COPYWRITING & DESIGN DIRECTION (3 Credits)
The purpose of the course is to prepare students for 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 conceptualizing, 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 (3 Credits)
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.

IMC-698 SPECIAL TOPICS IN IMC (3.00000 Credits)
IMC-698A SP TOP: SALES COMMUNICATION/MANAGEMENT (3 Credits)
The goal of this course is to provide graduate students with the knowledge and skills of sales communication and sales management in an organization. The course will cover the following topics: understanding the sales process and basic sales skills including interpersonal skill assessment, communication styles to overcome communication bias, creating selling relationships, and understanding the importance of business/interpersonal skills in business and social situations. The course will also cover the sales management process, including sales force hiring, negotiation and compensation models, time and territory management, sales ethics and the importance of sales management to an organization’s revenue.

IMC-698B SP TOP: CORPORATE SOCIAL RESPONSIBILITY (3 Credits)
Restrictions: RG.UG.GR

IMC-698C SP TOP: ADVANCED CASES & CAMPAIGNS (3 Credits)

IMC-700 Integrated Communication Practices And Procedures (3 Credits)
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 PLANNING SUCCESS (3 Credits)
This course examines the role design plays in effective communications. Emphasis is placed on achieving the goals set forth in the creative strategy to create an emotional connection with the audience. Course topics include: principles of design; effective use of color, typography and other graphic and design elements, and the fundamentals of branding. Students will strengthen their communication design skills through practical application across multiple communication pieces maintaining continuity across media.
Restrictions: RG.UG.GR

IMC-740 INTEGRATING PR: PUBLIC RELATIONS BEST PRACTICE (3 Credits)
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 actions, 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.
Restrictions: RG.INMCO

IMC-760 INTEGRATING THE HARD QUESTION: COMMUNICATION ETHICS (3 Credits)
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 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 MASTERING THE FIELD: CASES & CAMPAIGNS (3 Credits)
A capstone course that prepares students for the Final Defense process. Outcomes of the course are presentation materials that are executive ready and professionally produced. Course will use student examples, real-life examples, and case studies to give students an opportunity to analyze and critique the quality and content of professional executive communication materials. Course will incorporate appropriate use of current technologies and presentation strategies to equip students for the Final Defense process.
Restrictions: RG.UG.GR
**IMC-820 ORG STRUCT/BEHAVIOR-IMC (3 Credits)**

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.

**IMC-830 IMC MASTERING THE PROJECT: FINAL DEFENSE (0 Credits)**

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.

**Restrictions:** RG.UG.GR

### MASTERS, BUS AD (MBA)

#### MBA-515F Quantitative Found. for Mgmt (3 Credits)

The 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 begins with an analysis of measures of central tendency, variation and other summary statistics. The course also covers a priori probability and probability distributions; estimations, hypothesis testing and an introductions to regression analysis. Emphasis is centered on the use of these techniques in data analysis.

**Restrictions:** RG.UG.GR

#### MBA-516F Acctg & Finance Foundations (3 Credits)

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.

**Restrictions:** RG.UG.GR

#### MBA-517F Economic Foundations (3 Credits)

MBA-517F is designed to provide an introduction to the economic decisions and financial management of the firm. The course will begin with economics before exploring how markets work (and don’t work) before moving into the financial world and getting an overview of the financial system, how stock and bond markets work, as well as a look at corporate finance, including an introduction to valuation.

**Restrictions:** RG.UG.GR

#### MBA-605 MANAGEMENT INFORMATION SYSTEMS (3 Credits)

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.

**Restrictions:** RG.UG.GR

#### MBA-610 FINANCIAL MANAGEMENT (3 Credits)

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.

**Corequisite(s):** Take MBA-515F, MBA-516F and MBA-517F

**Restrictions:** RG.UG.GR

#### MBA-611 LEGAL ENVIRONMENT OF BUSINESS (3 Credits)

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.

**Restrictions:** RG.UG.GR

#### MBA-612 MARKETING MANAGEMENT (3 Credits)

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 effort. Case studies are used to illustrate and emphasize key concepts.

**Restrictions:** RG.OLGE

#### MBA-613 ORGANIZATIONAL BEHAVIOR (3 Credits)

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.

**Restrictions:** RG.OLGE

#### MBA-614 MANAGEMENT SCIENCE (3 Credits)

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.

**Corequisite(s):** Take MBA 515F

**Restrictions:** RG.UG.GR

#### MBA-615 CONTEMP.ACCTG THEORY (3 Credits)

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(s):** Take MBA-616

**Restrictions:** RG.UG.GR

#### MBA-616 ACCOUNTING PRACTICE & ANALYSIS (3 Credits)

This course includes a practical set of accounting topics useful to the business professional in financial based decision making. Topics include (but are not limited to) the costing of products and services, budgeting and planning, CVP and break even decisions, short run and opportunity cost decisions, financial analysis, and managerial performance measures. These decision techniques are useful to internal and external decision makers relative to business financial decisions. The course includes both lecture and case based analysis.

**Corequisite(s):** Take MBA 516F OR MBA 601

**Restrictions:** RG.UG.GR
MBA-620 MARKETING ANALYSIS FOR DATA DECISION MAKING (3 Credits)
This course introduces students to methods for analyzing data residing in firms’ customer databases. The first half of the course focuses on descriptive and financial tools. We will discuss ways to profile customer segments based on their profitability to the firm, estimate individual customers’ lifetime value, and see how this value can be altered by promotional efforts. We will review all necessary statistical concepts and learn how to use the software package SPSS to conduct a variety of marketing analyses using actual customer databases. The second half of the course focuses on building models to predict customer response, such as predicting whether a customer will respond to a particular marketing offer (e.g., direct mailing). We will also discuss how to use Tableau to visualize your data.
Corequisite(s): MBA-612

MBA-621 DATA VISUALIZATION (3 Credits)
This course provides an introduction to the field of data visualization. Students learn basic visualization design principles to produce meaningful displays of quantitative and qualitative data in order to enhance the managerial decision making process. Students will learn various techniques for visualizing sequential, text-based, geospatial, hierarchical data and large data sets. Foci covered include data selection, data cleaning, data analysis, data presentation methods. Students will apply analysis and data visualization design principles to the design of interactive business dashboards and reports. Students will present their work in multiple formats to a range of audiences. Students will be introduced to various visualization software tools.

MBA-622 FEDERAL TAXATION (3 Credits)
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.
Corequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-623 ADVANCED COST ACCOUNTING (3 Credits)
A specialized course in comprising in depth analysis of process costing, job order costing, standard costing, direct costing, and activity based costing. Other topics include cost volume profit and analysis, relevant costs and revenues, joint and by products, and budgetary controls and variances.
Corequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-624 PRODUCTION MANAGEMENT (3 Credits)
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(s): Take MBA-515F
Restrictions: RG.UG.GR

MBA-625 PROJECT MANAGEMENT (3 Credits)
This course introduces best practices in project management, the study of concepts, and tools of project management. Topics will include project scope, project time, project cost, procurement management, project quality, project risk, project resources, project communications, human resource considerations, and how to be an effective project manager. Project management software will be used to analyze the project data, create work breakdown structures, Gantt charts, network diagrams, and baseline models as well as to perform earned value analysis. Students will apply project management methods, models and business knowledge to a business analytics project scenario.

MBA-626 INVESTMENTS (3 Credits)
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.
Corequisite(s): Take MBA-516F and MBA-517F
Restrictions: RG.UG.GR

MBA-627 DERIV.SECUR/FIN.ENGINEERING (3 Credits)
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.
Corequisite(s): Take MBA-515F, MBA-516F and MBA-517F
Restrictions: RG.UG.GR

MBA-628 MANAGERIAL ECONOMICS (3 Credits)
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 models may also be discussed.
Corequisite(s): Take MBA-515F and MBA-517F
Restrictions: RG.UG.GR

MBA-629 AUDITING:APPL & CASES (3 Credits)
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.
Restrictions: RG.UG.GR
MBA-630 STUDENTS IN MONEY MANAGEMENT (3 Credits)
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.
Corequisite(s): Take MBA-517F
Restrictions: RG.UG.GR

MBA-635 ACCT:THEORY & RESEARCH (3 Credits)
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.
Restrictions: RG.UG.GR

MBA-636 MARKETING RESEARCH (3 Credits)
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.
Corequisite(s): Take MBA-612 and MBA-515F
Restrictions: RG.UG.GR

MBA-637 PROSPECTIVE FINANCIAL STATEMENTS (3 Credits)
"Prospective Financial Statements: Nuances of preparation and presentation" revolve around the public accountants, CFOs and potential users of perspective on Prospective (future orientated) financial statements from preparation through presentation. We will go through reporting requirements associated with Prospective Financial Reporting (budgets, forecasts, projections per the AICPA guide on Prospective Financial statements). We will review preparation of such prospective financial statements including some financial modeling using excel, presentation, and theory of prospective financial statements.
Corequisite(s): Take MBA-601

MBA-638 CONSUMER BEHAVIOR (3 Credits)
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 implication for marketing strategy are discussed.
Corequisite(s): Take MBA 612
Restrictions: RG.UG.GR

MBA-639 BEHAVIORAL FINANCE (3 Credits)
Behavioral Finance will examine the interrelationships between classical financial economics and psychology. For much of the past half century, financial economists have largely assumed that people behaved rationally. More recently insights from psychology have drawn many of our previous assumptions into question. The Behavioral Finance class will examine the various biases that have been identified that impact financial decision making. The course will focus on identifying conditions when these biases may be more likely to occur (for instance when other market imperfections are present) so that as investors (or those marketing to investors) the students will be better able to set aside their bias and make sound, rational, investment decisions. The course will emphasize the Investments and Personal Finance side of the financial spectrum but will also cover the same areas of corporate finance whereby managers and employees behave in ways that puzzle the classical financial economist.
Corequisite(s): Take MBA-517F OR MBA-604
Restrictions: RG.UG.GR

MBA-633 FEDERAL TAX POLICY (3 Credits)
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(s): Take ACCT-404
Restrictions: RG.UG.GR

MBA-634 FINANCIAL MODELING (3 Credits)
While understanding accounting, financial and economic theory is vital to any professional in those fields, it is no longer a sufficient condition for success. All new graduates looking to start a career in finance or accounting must be proficient in Excel. This course is specifically targeted at helping aspiring professionals acquire those skills. Topics covered will include an introduction to a wide variety of built-in functions in Excel, a broad selection of common problems in finance that must be modeled in Excel, as well as an introduction to more complicated topics such as array functions and subroutines and user defined functions in VBA.
Corequisite(s): MBA-516F AND MBA-517F

MBA-632 HUMAN RESOURCE MGMT. (3 Credits)
This course involves decisions made within an organization that directly affect or influence the people (human resources) employed by the organization. An overview of the following topics includes: recruitment & hiring; orientation & training; benefits administration; wage and salary administration; labor relations/conflict resolution; job evaluation/job descriptions; performance appraisal; safety & health; and compliance with government laws and regulations.
Restrictions: RG.UG.GR

MBA-641 INVESTMENT STRATEGY AND MANAGEMENT (3 Credits)
Investment strategy (determinants of your grade) rely heavily on student initiative.
Restrictions: RG.UG.GR

MBA-642 PERFORMANCE APPRAISAL (3 Credits)
Performance appraisal: salary & hiring; orientation & training; benefits administration; wage and salary administration; labor relations/conflict resolution; job evaluation/job descriptions; performance appraisal; safety & health; and compliance with government laws and regulations.
Restrictions: RG.UG.GR

MBA-643 MARKETING RESEARCH (3 Credits)
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.
Corequisite(s): Take MBA-612 and MBA-515F
Restrictions: RG.UG.GR
MBA-640 E-COMMERCE (3 Credits)
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, distributing of goods and services through the Internet, World-Wide-Web, and other digital media. The course emphasizes e-basics and e-business models. E-marketing concepts that outline ways to build and measure customer traffic, permission based marketing strategies, branding, and online distribution and logistics will be covered and problems such as security, privacy, acceptable use policies, and legal liabilities will also be covered. Influences on e-commerce such as government regulation and trends in mobile computing will be discussed. The information technologies and web tools associated with the delivery of Internet sites (i.e. building web pages, database development, intelligent agents, encryption, etc.) will be theoretically mentioned. Course objectives focus on discussion, asynchronous online learning, and students’ projects.

MBA-641 INTERNATIONAL ACCOUNTING (3 Credits)
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, managerial accounting and taxation issues.
Prerequisite(s): Take MBA-616
Restrictions: RG.UG.GR

MBA-642 INTERNATIONAL FINANCE (3 Credits)
This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short term and long term assets and liabilities and finally describes international financial management from a banker’s perspective. Cases are used to supplement problems.
Prerequisite(s): Take MBA-604
Restrictions: RG.UG.GR

MBA-643 INTERNAT’L LEGAL ENVIRON (3 Credits)
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, government control of exports and imports, methods of payment and protection of intellectual property.
Restrictions: RG.UG.GR

MBA-644 INTERNATIONAL MARKETING (3 Credits)
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(s): Take MBA-612
Restrictions: RG.UG.GR

MBA-645 INTERNATIONAL MANAGEMENT (3 Credits)
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(s): Take MBA-613
Restrictions: RG.UG.GR

MBA-646 INTERNATIONAL BUSINESS: CHINA (3 Credits)
This course introduces the student to China, its culture, history and prospects for the future, all with a business focus. The course entails travel to Shanghai, Xi’an, and Beijing. Briefings are conducted by senior management at several US businesses in China.
Restrictions: RG.UG.GR

MBA-647 ORGANIZATIONAL LEADERSHIP (3 Credits)
The primary focus on 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. Students will develop practical applications necessary to sharpen managerial abilities within organizational settings through a variety of learning techniques such as class discussion, class exercises, self-assessments, case studies, and other experiential exercises.

MBA-648 NEGOTIATIONS/CONFLICT MANAGEMENT (3 Credits)
This course is designed utilizing a variety of approaches included lecture, guest lectures, simulations, role playing and experiential exercises. The instructor’s role is one of facilitating many of these approaches. The requirements in Negotiations/Conflict Management for all students and the outline of objectives to be accomplished are: To understand the dynamics of interpersonal and inter-group conflict; to provide an overview of the negotiation process; to understand the economic structure of negotiation, and some exposure to game-theoretic models; to learn the basics of competitive, distributive, win-lose negotiation; to learn the basics of collaborative, integrative, intra-group and inter-group negotiation; to understand the differences between interpersonal, intra-group, and inter-group negotiation; to understand the use of power and negotiating in unequal power relations; to understand the approaches for resolving unproductive negotiations, including the use of third parties.
Restrictions: RG.UG.GR

MBA-649 BUSINESS POLICY (3 Credits)
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.
Corequisite(s): Take MBA-610, MBA-612, MBA-613 and MBA-616
Restrictions: RG.UG.GR

MBA-650 BUSINESS ETHICS (3 Credits)
This will be a concentrated course dealing with business ethics. 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 SYSTEM ANALYSIS & DESIGN (3 Credits)
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 (3 Credits)
MBA students will no doubt benefit from increased exposure to the following accounting and financial reporting areas not specifically covered in detail in other MBA courses: Accounting for earnings per share; income taxes; leases; pensions; and other miscellaneous supporting topics.
Corequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-653 SPORTS MARKETING (3 Credits)
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. Moreover, the course will familiarize students with foundational terminology used in sports marketing; introduce research tools and methods used by sports marketers; study examples of successful and unsuccessful applications of sports marketing; demonstrate the power of marketing to develop, control, promote, and deliver sports as an exchange product.
Prerequisite(s): Take MBA-612

MBA-660 FINANCIAL STATEMENT PRESENTATION (3 Credits)
The primary subject matter will be studying the transactional awareness and financial statement presentation of the impact of intermediate accounting concepts on the major components of the financial statements such as assets, liabilities, equity, income, and expenses. In addition, we will study the impact this environment has on management's decision-making process. These concepts will be studied at a deeper level than in Introductory Financial Accounting. Recent additions to the professional accounting literature and the conceptual underpinnings of corporate financial reporting will be emphasized as well.
Prerequisite(s): Take MBA-516F or MBA-601

MBA-661 FINANCIAL STATEMENT ANALYSIS (3 Credits)
Students will learn how to interpret financial statements, and to incorporate information from supplemental sources to develop insights into a company's business and associated finances. Understanding the effects of alternative accounting treatments on financial statements is emphasized. Students learn how to use this information to knowledgeably forecast future financial performance and condition.
Prerequisite(s): Take MBA-616

MBA-696 SP.TOPICS IN FINANCE & ACCT. (3 Credits)
These courses will focus on special topics in accounting or finance of interest to faculty and students.
Restrictions: RG.UG.GR

MBA-696A AUDITING FOR MANAGERS (3 Credits)

MBA-696AC BUSINESS PACIOLI PERSPECTIVE (3 Credits)

MBA-696AT ALGORITHMIC TRADING (3 Credits)

MBA-696B SP.TOP:MANAGERIAL ACCT (3 Credits)
Prerequisite(s): Take MBA-601 MBA-623

MBA-696BA SP TOP BUS ANALYTICS FOR ACCT (3 Credits)
Restrictions: RG.UG.GR

MBA-696BT SP.TOP:FEDERAL BUSINESS TAXATION (3 Credits)

MBA-696C ADV FINANCIAL REPORTING (3 Credits)
Prerequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-696EA RESEARCH METHODS IN ECON. AND FINANCE (3 Credits)
Prerequisite(s): Take MBA-604

MBA-696EC SP TOPICS:CURRENT ECON PROBLEMS (3 Credits)
Corequisite(s): MBA-603

MBA-696FA SP TOP:FINANCIAL STATEMENT ANALYSIS (3 Credits)
Prerequisite(s): Take MBA-516F or MBA-601

MBA-696FM SP TOP: FINANCIAL MODELING STATEMENTS: NUANCES OF FORECASTS & PROJECTIONS (3 Credits)
Corequisite(s): MBA-516F AND MBA-517F

MBA-696FP SP TOP:FINANCIAL STATEMENT PRESENTATION (3 Credits)
Prerequisite(s): Take MBA-516F or MBA-601

MBA-696G REAL ESTATE FINANCE (3 Credits)
Corequisite(s): TAKE MBA-604

MBA-696J SP.TOP:ADVANCED TAXES (3 Credits)
Prerequisite(s): Take MBA-622
Restrictions: RG.UG.GR

MBA-696NP SP TOPIC: GOV'T/NONPROFIT ACCOUNTING (3 Credits)

MBA-696W FRAUD EXAMINATION (3 Credits)
Restrictions: RG.UG.GR

MBA-696Y ECONOMICS & FINANCE OF SPORTS (3 Credits)
This course is designed for two purposes: to use sports to deepen our understanding of economics and financial markets and to use economics and financial markets to deepen our understanding of sports. There is a vast array of topics that we will cover including attendance modeling, salary structure, salary caps, financing of stadiums, tournament structure, competitive balance, doping in sports, gambling markets, etc. Key economic principles covered include supply and demand, industrial organization, price theory, labor markets, salary determination and discrimination, tournament theory, Coase Theorem, and game theory. Financial principles covered include financing of sports teams in different leagues, public vs private financing of stadiums, efficient markets hypothesis, and behavioral finance. We will cover historical topics and address current events. Students will participate in class discussion, read economic papers on sports, and give short presentations on the articles they read.
Prerequisite(s): Take MBA 603 and MBA 608
Restrictions: RG.UG.GR

MBA-696ZA Sp Top: Managing in Financial Institituo (3 Credits)

MBA-696ZC SP TOP INTRO TO PROSPECTIVE STATEMENTS: NUANCES OF FORECASTS & PROJECTIONS (3 Credits)
Restrictions: RG.UG.GR

MBA-696ZD SP TOP: GAME THEORY FOR STRATEGIC MANAG STATEMENTS: NUANCES OF FORECASTS & PROJECTIONS (3 Credits)

MBA-697 IN.STD:FINANCE/ACCOUNTING (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.
Restrictions: RG.UG.GR
MBA-697A IND ST: HISTOY OF ECON THOUGHT (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-697B IN ST:CALC & ECO OPTIMIZATION (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-697BC IND STUDY: BITCOIN & BLOCKCHAIN APPLICA (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-697D IN STD: ACCOUNTING ANALYTICS (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-698 SP:TOP:MGMNT/MKT (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.
Restrictions: RG.UG.GR

MBA-698A SP:TOP:ADVERTISING/PROMOTION (3 Credits)
Prerequisite(s): Take MBA-613

MBA-698AA SOCIAL ROLES IN ORGANIZATIONS (3 Credits)
Restrictions: RG.UG.GR

MBA-698AC SP TOP: DIGITAL & SOCIAL MEDIA MARKETING (3 Credits)

MBA-698AN SP TOP:APPLIED ANALYTICAL STRATEGIES (3 Credits)

MBA-698BA SP:TOP:BUSINESS ANALYTICS (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.

MBA-698CO HR: ORGANIZATIONAL COMPENSATION (3 Credits)

MBA-698F ISSUES IN OPERATION MGMT (3 Credits)
Restrictions: RG.UG.GR

MBA-698H SP:TOP: ORGANIZAT'L DEVELOPMNT (3 Credits)
Prerequisite(s): Take MBA-613

MBA-698LA SP TOP: LEADERSHIP APPLICATIONS (3 Credits)
Restrictions: RG.UG.GR

MBA-698LR SP TOP: LABOR RELATIONS (3 Credits)

MBA-698MA SP: TOP: FAMILY ENTERPRISE (3 Credits)

MBA-698MI SP:TOP: MANAGING INNOVATION (3 Credits)
Corequisite(s): MBA-612

MBA-698MR SP TOP: ADV MARKETING RESEARCH (3 Credits)
Prerequisite(s): Take MBA-612
Restrictions: RG.UG.GR

MBA-698MY SP TOP: MARKETING ANALYTICS (3 Credits)

MBA-698N IND.STDY: MARKETING PRACTICUM (3 Credits)
Prerequisite(s): Take MBA-613
Restrictions: RG.UG.GR

MBA-698NM SP: TOP: NONPROFIT MANAGEMENT (3 Credits)

MBA-698NP SP: TOP: NONPROFIT MGMT: FUND RAISING (3 Credits)
Corequisite(s): MBA-601 OR MBA-516F
Restrictions: RG.UG.GR

MBA-698Q ORGANIZATIONAL LEADERSHIP (3 Credits)
Restrictions: RG.UG.GR

MBA-698S SOCIAL RESPONSIBILITY (3 Credits)
Restrictions: RG.UG.GR

MBA-698SC SUPPLY CHAIN MANAGEMENT (3 Credits)
Corequisite(s): MBA-515F

MBA-698SL SP: TOP: SPORTS LAW (3 Credits)

MBA-698SM SP TOP: SALES MANAGEMENT (3 Credits)

MBA-698SP Sp Top: Sponsorship & Event Marketing (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.
Corequisite(s): MBA-612

MBA-698V ENTREPRENEURSHIP (3 Credits)
Restrictions: RG.UG.GR

MBA-698Y ORGANIZATIONAL COMMUNICATION (3 Credits)

MBA-698Z Sp Top: Bus Ethics/Corp Responsibility (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.

MBA-699 IN ST: MANAGEMENT & MARKETING (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.
Restrictions: RG.UG.GR

MATHEMATICS (MATH)

MATH-500 MATHEMATICS FOR MANAGEMENT (3 Credits)
An introductory approach to mathematical techniques used in various business applications including such topics as: functions, graphing, linear, quadratic, logarithmic and exponential functions; matrices; systems of linear equations; differential and integral calculus.
Restrictions: RG.UG.GR

READING (READ)

READ-501 THEORIES/FOUND OF LITERACY (3 Credits)
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 literacy skill acquisition, language comprehension, and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections made by teachers in K-12 classroom settings.
Restrictions: RG.UG.GR

READ-510 CHILDREN’S LITERATURE (3 Credits)
Children's Literature is intended to acquaint the student with the best in children's literature and its contributions to the school curriculum. A major focus is helping teachers to motivate their pupils to read a wide range of books to build and understanding of texts, of themselves, and of the culture of the United States and the world. The various genres of children's literature will be explored. Strategies for using literature in the classroom will be analyzed.

READ-520 LANGUAGE ARTS (3 Credits)
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.
Restrictions: RG.UG.GR
**READ-525 LITERACY SECONDARY SCHOOL (3 Credits)**
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.

**Restrictions:** RG.UG.GR

**READ-540 SUPRV/CUR ISS-LITERACY PROGS (3 Credits)**
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.

**Restrictions:** RG.UG.GR

**READ-550 TCHNG LINGUISTICALLY/CULTURALLY DIVERSE (3 Credits)**
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.

**Restrictions:** RG.UG.GR

**READ-560 LITERACY IN THE CONTENT AREAS (3 Credits)**
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.

**Restrictions:** RG.UG.GR

**READ-570 ASSESS/DIAG OF LITERACY (3 Credits)**
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 learner’s strengths and limitations/instructional needs.

**Restrictions:** RG.UG.GR

**READ-575 LIT INSTR-INDV/SML GRPS-CHILD (3 Credits)**
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.

**Restrictions:** RG.UG.GR

**READ-580 CLIN/PRACT CHILD/LITERACY (3 Credits)**
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.

**Restrictions:** RG.UG.GR

**READ-585 LIT.INSTR.INDIV-ADOLESCENT (3 Credits)**
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.

**Restrictions:** RG.UG.GR
**READ-599 LITERACY COACHING INTERNSHIP (0 Credits)**

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

**Restrictions:** RG.UG.GR

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**SPED-504 COLLAB BEHAV SUPPORT & TRANS (3 Credits)**

This course addresses social and behavioral supports for students with disabilities through collaborative models such as restorative justice. Students will explore contemporary and culturally-responsive models of school-wide and individualized behavioral supports. Students will examine the impact of social, emotional, linguistic, physical and aesthetic development learning in early childhood, childhood, and adolescence. Students learn to design environments that are supportive of all learners at varying developmental levels and to prepare those learners for transition to post-school contexts. Creation of alliances with paraprofessionals and colleagues and provision of mutual academic, social, emotion, and technical support systems, including co-teaching, are examined within the framework of building relationships to strengthen the school, family, and community.

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**SPED-505 CLINICAL PRACT/ADOLE.LIT (3 Credits)**

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.

**Corequisite(s):** TAKE READ-570

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**SPED-510 INST DESIGN & STRATEGIES (3 Credits)**

This course prepares educators to design and deliver differentiated instruction to meet the needs of students with disabilities in inclusive classrooms. Students will learn to collect and analyze learner outcomes data to inform instruction, develop developmentally appropriate curricula and assessments with special emphasis on literacy instruction and assessment for students with reading disabilities, autism, and English Language Learners. Students will also identify research-validated strategies for teaching learners with a wide range of exceptionalities, including those with autism, reading disabilities, significant disabilities, and those students who have experienced trauma. This class includes a 15-hour internship experience.

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**SPED-511 FOUNDATIONS OF INCLUSIVE EDUC (3 Credits)**

This course examines, the social, philosophical, historical, legal and political foundations of special and inclusive education, from disability studies and multicultural perspectives. Students will explore the impact of culture and place, varied exceptionalities, such as learning disabilities, autism, and significant disabilities, English language learners, as well as exposure to traumatic events on student learning. Students will also explore home, school and community relationships and the structure and roles of education. Students complete a field-based research project in this course, with the support of the instructor.

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**SPED-515 TECHNOLOGY FOR INCLUSIVE EDUC (3 Credits)**

The use of instructional and assistive technology to support student learning is critical for effective inclusive classrooms. This course focuses on technologies to enhance the education of students with disabilities, supporting students with disabilities in literacy and STEM, and assistive technology at school, home and in the community. Requirements include assessment of assistive technology needs, incorporating assistive technology into IEPs, and resources for funding assistive technology. Students collect and analyze data in a field-based project to inform decision-making.

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**SPED-516 CRITICAL ISSUES INCL ED & DIV (3 Credits)**

This course is designed to allow for exploration of current issues in education and special education. Students will investigate critical issues that impact the placement, educational experiences, and community outcomes for students with a wide range of exceptionalities.

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**SPED-590B EXT PRACT FOR BIRTH-GRADE 2 (3 Credits)**

The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in early childhood settings (B-2) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the Birth - 2 (Early childhood) level. Students MUST complete one of these experiences at the Birth - K level and the other at grade 1-2. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.
Restrictions: their leadership abilities.

complete a 360 degree evaluation and receive individual coaching on

own leadership strengths and areas for improvement. Students will

and self-assessments are used to help students gain insight into their

respecting each person’s dignity, and humility as leaders are explored

values related to effective leadership such as servant leadership,

them to contemporary leadership principles and practices. Franciscan

Students begin the program with a cornerstone course that introduces

of findings.

research with the submission of a written paper and public presentation

with a review of relevant peer-reviewed literature and present their

research project to address a question related to education. Students

SPED-600 CAPSTONE RESEARCH IN INCL ED (3 Credits)

This course requires participants to develop and defend an original

research project to address a question related to education. Students

will complete field work to collect and analyze human subjects data to

address their research question. Students will support their research

with a review of relevant peer-reviewed literature and present their

research with the submission of a written paper and public presentation

of findings.

STRATEGIC LEADERSHIP (MSL)

MSL-605 LEADERSHIP AND VALUES (3 Credits)

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.

Restrictions: RG.STLE

MSL-610 LEADERSHIP AND DIVERSITY (3 Credits)

People have intrinsic value beyond their tangible contributions in the

workplace and the community. Understanding the unique contributions

diverse individuals makes an organization effective by capitalizing

all of the strengths of each employee. This course investigates the

increasingly prominent issues surrounding diversity, dignity and worth.

Theories on gender and minorities in the workforce are reviewed so

d 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 the organizations that are addressing

the needs of a diverse workforce.

Restrictions: RG.STLE

MSL-615 HUMAN RESOURCE MANAGEMENT (3 Credits)

This course provides an overview of labor markets, public manpower

policy and other topics in personnel management such as retirement

and utilization of human resources. The course also includes a survey

of informal and formal approaches to conflict resolution and dispute

settlement.

Corequisite(s): Take MSL-605.

Restrictions: RG.STLE

MSL-620 GLOBAL LEADERSHIP (3 Credits)

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 & BEHAVIOR (3 Credits)

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 organization 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 better understanding of the challenge of

change through analysis of the theory, research, and practice of IMC

development.

Restrictions: RG.STLE

MSL-630 LEADING THE DIGITAL WORLD (3 Credits)

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.

Restrictions: RG.STLE
MSL-635 CONFLICT RESOLUTION (3 Credits)
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.
Restrictions: RG.UG.GR

MSL-640 LEADING CHANGE (3 Credits)
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 (3 Credits)
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 ENVIR. (3 Credits)
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.
Restrictions: RG.UG.GR

MSL-655 PROJECT IN STRAT LEADERSHIP (2 Credits)
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.
Restrictions: RG.STLE

MSL-660 LEADERSHIP PORTFOLIO (1 Credit)
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
Restrictions: RG.UG.GR

MSL-665 LEADERSHIP IN HEALTH CARE (3 Credits)
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 in different health care settings such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, and strategic planning.

MSL-670 PUBLIC HEALTH PRACTICE (3 Credits)
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 (3 Credits)
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 (3 Credits)
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 (3 Credits)
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 IND. ST IN STRAT LEADERSHIP (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.
MSL-699 SP TOP IN STRAT LEADERSHIP (3 Credits)
This course will focus on special topics in strategic leadership of interest to faculty and students.
DEGREE AND CERTIFICATION PROGRAMS

School of Business (p. 74)
- Master of Business Administration (p. 80)

School of Education (p. 83)
- Master of Science in Education
  - Differentiated Instruction (p. 94)
  - Differentiated Instruction - Special Education (p. 92)
  - Clinical Mental Health Counseling (p. 89)
  - School Counseling (p. 90)
  - Educational Leadership (p. 108)
  - Literacy (p. 103)
    - Childhood (Birth-Grade 6) (p. 105)
    - Adolescent (Grades 5-12) (p. 104)
    - Adolescence Educ. (Grades 7-12) (p. 84)
- Master of Science
  - Clinical Mental Health Counseling (p. 85)

Jandoli School of Communication
- Master of Arts
  - Integrated Marketing Communication (p. 57)
  - Strategic Leadership (p. 58)

School of Education
- Certification Programs - Educational Leadership
  - School District Leader (N.Y.) (https://catalog.sbu.edu/graduate/education/school-administration/school-district-leader-advanced-certification/)
  - School Building Leader (N.Y.) (https://catalog.sbu.edu/graduate/education/school-administration/school-building-leader-advanced-certification/)
- Advanced Certificate of Specialization
  - School Counseling (p. 90)
  - Differentiated Instruction (p. 95)
  - Teaching Students with Exceptionalities (p. 95)
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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td></td>
<td>Major Field</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Formal Course Work</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>Thesis (where required or optional)</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>Additional Course Work to total (depending on departmental requirements)</td>
<td>30-36</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>51-60</td>
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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:

1. all formal course requirements have been completed or are within 21 days of completion.
2. the thesis, if required, has been approved by the major professor.
3. 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:

1. 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
2. selection of the minor field if required
3. election of specified courses to be included in the student’s program
4. sequences of courses
5. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Comment</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Distinguished Course Work</td>
<td>4.0 quality points per credit</td>
</tr>
<tr>
<td>A-</td>
<td>Very Good Course Work</td>
<td>3.7 quality points per credit</td>
</tr>
<tr>
<td>B+</td>
<td>Good Course Work</td>
<td>3.3 quality points per credit</td>
</tr>
<tr>
<td>B</td>
<td>Adequate Course Work</td>
<td>3.0 quality points per credit</td>
</tr>
</tbody>
</table>
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).

1. 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.
   a. 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.

2. 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.
   a. 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.

3. 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.
   a. 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 appropriate message about remediation and warning about the requirement for a 3.0 GPA.
   b. 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 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 2019 - Spring 2020 Tuition, Room and Meal Plan

<table>
<thead>
<tr>
<th>Expense</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate tuition per credit hour</td>
<td>$770.00</td>
</tr>
<tr>
<td>Room (average)</td>
<td>$7,200.00</td>
</tr>
<tr>
<td>Meal plan (average)</td>
<td>$6,150.00</td>
</tr>
<tr>
<td>(graduate students are not required to live on campus or be on a meal plan)</td>
<td></td>
</tr>
<tr>
<td>Audit (per course)</td>
<td>$770.00</td>
</tr>
</tbody>
</table>

Discounts are available for senior citizens and SBU alumni. Contact the Director of Student Accounting Services office for more information.

Other Fees

<table>
<thead>
<tr>
<th>Expense</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Payment Fee</td>
<td>$100.00</td>
</tr>
<tr>
<td>Transcript Fee (per copy)</td>
<td>$15.00</td>
</tr>
<tr>
<td>Optional Medical Service Fee (per semester)</td>
<td>$55.00</td>
</tr>
<tr>
<td>(with completed SBU Medical Record)</td>
<td></td>
</tr>
<tr>
<td>Optional Health/Accident Insurance</td>
<td>(approx.) $2,127.00</td>
</tr>
<tr>
<td>(per year)</td>
<td></td>
</tr>
<tr>
<td>Parking Permit (Main Campus)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Richter Center (per semester)</td>
<td>$115.00(semester), $225.00(year)</td>
</tr>
<tr>
<td>(per summer school session)</td>
<td>$20.00</td>
</tr>
<tr>
<td>Continuing Supervision fee (per semester)</td>
<td>$150.00</td>
</tr>
<tr>
<td>Graduation Fee (final semester)</td>
<td>$100.00</td>
</tr>
</tbody>
</table>

1 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

<table>
<thead>
<tr>
<th>When</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>90%</td>
</tr>
<tr>
<td>2nd &amp; 3rd week</td>
<td>80%</td>
</tr>
<tr>
<td>4th &amp; 5th week</td>
<td>70%</td>
</tr>
<tr>
<td>6th &amp; 7th week</td>
<td>50%</td>
</tr>
<tr>
<td>8th &amp; 9th week</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after 9th week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

Summer and 5-Week Sessions

<table>
<thead>
<tr>
<th>When</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>90%</td>
</tr>
<tr>
<td>2nd week</td>
<td>50%</td>
</tr>
<tr>
<td>3rd week</td>
<td>25%</td>
</tr>
<tr>
<td>Withdrawal after 3rd week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

7-Week Sessions

<table>
<thead>
<tr>
<th>When</th>
<th>Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st week</td>
<td>90%</td>
</tr>
<tr>
<td>2nd week</td>
<td>75%</td>
</tr>
<tr>
<td>3rd week</td>
<td>60%</td>
</tr>
<tr>
<td>4th week</td>
<td>40%</td>
</tr>
<tr>
<td>Withdrawal after 4th week</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

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 basis on the academic calendar up to 60 percent point in the
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 by the due date for the semester. 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 payment due date.

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. 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 has been determined, the refund is applied to all accounts.

Financial Terms

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, a student must have completed this number of credits and have this cumulative GPA.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credits</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>3.0</td>
</tr>
<tr>
<td>4</td>
<td>24</td>
<td>3.0</td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>3.0</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>3.0</td>
</tr>
<tr>
<td>7</td>
<td>42</td>
<td>3.0</td>
</tr>
<tr>
<td>8</td>
<td>48</td>
<td>3.0</td>
</tr>
<tr>
<td>9</td>
<td>54</td>
<td>3.0</td>
</tr>
</tbody>
</table>

In addition, each semester a student must successfully complete 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.
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 three formats: part time, full time, and online. The part-time and full-time formats are offered on the University's Main Campus. In the 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.

**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 (http://www.sbu.edu/friedsam (http://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 educational leadership and school administrator certification.

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.
GRADUATE FACULTY

**B**

Paul J. Brawdy (1998)
Associate Professor, Chair, Physical Education
BS, Indiana University of Pennsylvania; MS, Indiana University of Pennsylvania; MS, University of Wyoming; PhD, University of Northern Colorado

Adam M. Brown (2000)
Associate Professor, Education
BA, SUNY Fredonia; MS, SUNY Albany, PhD, SUNY Albany

Lisa C. Buenaventura (2017)
Dean, Dean Graduate Studies, School of Education
BS, University of Washington; MEd, University of Washington; EdD, Seattle University

**C**

Carl J. Case (1999)
Professor, Management
BBA, St. Bonaventure University; MBA, St. Bonaventure University; PhD, University of North Texas-Denton

Aaron Chimbel (2018)
Dean, Associate Professor, Jandoli School of Communication
BS, Texas Christian University, MS, Columbia University

Charles Coate (2000)
Professor, Accounting
BS, Clemson University; MBA, Loyola College of Baltimore; PhD, University of Maryland

**D**

Dennis R. DePerro (2017)
President
BS, Canisius College; MS, Canisius College; EdD, University of Pennsylvania

Kimberly DeSimone (2005)
Associate Professor, Program Director, Strategic Leadership, Communication
BA, Niagara University; MBA, St. Bonaventure University; PhD, Niagara University

**E**

Daniel Ellis (2009)
Associate Professor, Chair English Department, Associate Dean, Arts & Sciences, English
BA, University of New Orleans; MFA, University of New Orleans; PhD, Temple University

**F**

Michael J. Fischer (1985)
Professor, Accounting
BS, SUNY Buffalo; MBA SUNY Buffalo; PhD, Pennsylvania State University

Anne-Claire Fisher (2007)
Associate Professor, Chair, Education
BA, Université des Sciences Humaines; MA, University of Arizona; EdD, University of Arizona

**G**

Michael J. Gallagher (2015)
Assistant Professor, Finance
BS, Fairfield University; MS. Fairfield University; MA, Economics; PhD, Fordham University

**H**

Heather Harris (2015)
Assistant Professor, Program Director, Integrated Marketing Communications, Communication
BS, Syracuse University; MBA, University of Rochester; MFA, Academy of Art University

Kaplan Harris (2008)
Associate Professor, English
BA, North Carolina State University; MA, University of Notre Dame; PhD, University of Notre Dame

Associate Professor, Director, Inclusive Special Education
BS, SUNY Buffalo; MSED, SUNY Buffalo; PhD. SUNY Buffalo

David G. Hilmey (2008)
Associate Professor, Dean, Arts & Sciences, Chemistry
BS, SUNY Buffalo; BA, SUNY Buffalo; PhD, The Ohio State University

Pauline W. Hoffmann (2005)
Associate Professor, Communication
BS, St. Bonaventure University; MA, SUNY Buffalo; PhD, SUNY Buffalo

Adam Holden
Visiting Professor, Counselor Education
EdD, California Coast University; MEd, Washburn University

**J**

Matrecia James (2016)
Professor, Dean, Management
BS, Florida A&M University; MBEd, Florida A&M University; PhD, Florida State University

Michael Jones-Kelley (2008)
Lecturer, Communication
BA, Georgia State University; MS, Northwestern University

**K**

Lecturer, Chair, Accounting
BBA, St. Bonaventure University; MBA, St. Bonaventure University

David Kassnoff (2015)
Lecturer, Communication
BA, St. Bonaventure University; MA, St. Bonaventure University

**L**

Darwin L. King (1983)
Professor, Accounting
AA, Flint Junior College; BA, University of Michigan; MBA, Michigan State University

Matt R. King (2012)
Associate Professor, English
BA, University of Texas-Austin; PhD, University of Texas-Austin

Diana Lawrence-Brown (1999)
Professor, Differentiated Instruction
BSEd, Clarion State College; MEd, SUNY Buffalo; PhD, SUNY Buffalo

Richard A. Lee (2011)
Associate Professor, Communication
BA, St. Bonaventure University; MA, Montclair State College; PhD, Rutgers College

Ashley J. Luedke (2017)
Assistant Professor, Counselor Education
BA, SUNY Fredonia; MS, Canisius College; PhD, Florida Atlantic University

James W. Mahar (1999)
Associate Professor, Finance
BBA, St. Bonaventure University; MBA, University of Rochester; PhD, Pennsylvania State University

Lauren Matz (1988)
Professor, English
BA, St. Bonaventure University; MA, St. Bonaventure University; PhD, The Ohio State University

Brian C. McAllister (1977)
Assistant Professor, Accounting
BS, University of Scranton; MBA, St. Bonaventure University, CPA, New York

Carole McNall (2003)
Assistant Professor, Communication
BA, St. Bonaventure University; JD, SUNY Buffalo

Todd Palmer (2001)
Associate Professor, Chair, Management
BA, University of Mississippi; JD, University of Mississippi; PhD, University of Mississippi

Latoya Pierce
Visiting Professor, Director, Counselor Education
BA, Loyola University New Orleans, MS, Loyola University New Orleans, PhD, University of New Orleans

Abdolhossein Sarrafzadeh (2017)
Professor, Director, Cybersecurity, Computer Science
BS, Oklahoma State University; MS, Orta Dogu Technical University; PhD, University of Wollongong

Rebecca G. Scherer (2018)
Assistant Professor, Counselor Education
BS, James Madison University; MA, Marymount University; PhD, University of North Carolina-Charlotte

Tracy W. Schrems (2005)
Assistant Professor, Adolescence Education

Christopher R. Siuta (2011)
Associate Professor, Counselor Education
BA, SUNY Buffalo; MSED, St. Bonaventure University; PhD, Capella University

John B. Stevens (2008)
Lecturer, Management
BA, St. Bonaventure University; MA, SUNY Empire State College

J. Douglas Stump
Assistant Professor, Educational Leadership
BA, Carson-Newman University, MA, Marymount University, EdD, Shenandoah University

Gabriel Swarts
Assistant Professor, Educational Leadership
BA, Baldwin-Wallace College, MA, Kent State University, PhD, Kent State University

Michelle Tanner
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BS, California University of Pennsylvania, MA, California University of Pennsylvania, PhD, Duquesne University

Sheri L. Voss (2018)
Visiting Assistant Professor, Director, Literacy
BSEd, SUNY Fredonia; MSED, St. Bonaventure University

Megan Walsh (2011)
Professor, English
BA, University of Wisconsin-Madison; MA, Temple University; PhD, Temple University

Associate Professor, Chair, Finance
BS, Clemson University, MS, Clemson University, PhD, Clemson University
Integrated Marketing Communications (IMC)

IMC-500 FINDING YOUR VOICE: INTRO TO IMC (3 Credits)
This course will serve as the foundational course in Integrated Marketing Communication (IMC) tools, as well as an introduction to the role of creativity in effective marketing communication. Through a series of lectures, videos, and assignments students will learn concepts such as design, empathy, story, and symphony, in the creation of right-brain dominated marketing communication, that are also rooted in research, strategy and analysis. Integration of the tools of marketing communication, such as but not limited to advertising, all digital media, PR, writing and promotion, will be emphasized. The course also provides an overview of both U.S. and global marketing communication practices.

Restrictions: RG.INMCO

IMC-520 FINDING THE PATH: MARKETING COMMUNICATIONS RESEARCH (3 Credits)
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 to only 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.

Restrictions: RG.INMCO

IMC-555 FINDING DEPTH: FIELDWORK (1 Credit)
A self-directed course for the execution of the Marketing Research Proposal developed in IMC 520. Students will navigate the real world of market research by submitting their research for approval by SBU’s Institutional Review Board (IRB), conducting their research, and analyzing their results using the lessons provided in IMC 520. Faculty will be available to answer questions, however, students will be responsible for their own work, schedule, and results of their research. The outcome of this course is a fully executed research plan and insights obtained, that is ready for presentation by the student during the mid-point review. This is a P/F course with grade determined at the mid-point presentation.

Restrictions: RG.INMCO

IMC-560 FINDING CONNECTIONS: DIGITAL COMMUNICATION (3 Credits)
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 manner. This course will look specifically at digital communication as it influences the IMC practitioner, ensuring students learn how to design and manage digital communication in order to best meet an organization’s goals as well as the needs of various Web audiences. Students will incorporate responsive design into their final project and to demonstrate their ability to design a digital strategy plan that effectively promotes a business or service.

Restrictions: RG.INMCO

IMC-570 ANALYTICS, DATA VISUALIZATION, & INTERPRETATION (3 Credits)
Big data, media analytics, and geographic information systems (GIS) have changed the face of marketing communication research by allowing us to dig more deeply into data and research to find specific answers to general questions. This class examines big data and analytics and delves into GIS allowing students to visualize and interpret data in a number of ways. 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.

Prerequisite(s): #Take IMC-520

IMC-580 FINDING SIGNIFICANCE: SOCIAL MEDIA & CONSUMER INSIGHTS (3 Credits)
Consumer adaptation of new communication applications and technologies (social media, blogging, social bookmarking, microblogging, consumer-generated-content development) is changing the communications landscape. This course is designed to empower students to become disciplined and astute discoverers of consumer behavior with regards to digital technologies. Students will develop a thorough understanding of how consumers use the digital space to enhance their lives, work and relationships and to uncover consumer insights that help them develop empathy for their audiences. Current research in consumer behavior, digital technologies, and case studies in best practices will help inform student creation of messaging that engage consumers. This course will expand upon many of the concepts of presented in IMC 560.

IMC-590 FINDING THEM WHERE THEY ARE: MOBILE MARKETING COMMUNICATION (3 Credits)
Mobile devices have revolutionized the way consumers communicate, shop and interact with brands. Research shows that global mobile data traffic is projected to increase nearly sevenfold in the next several years. IMC practitioners are now required to have an in-depth knowledge of mobile marketing practices to accommodate current consumer expectations and the expertise to create, lead, and execute a mobile-first marketing strategy. In this course, students will gain a comprehensive understanding of mobile marketing; research, strategize and implement applicable actions that will maximize brand discoverability, credibility and new audience potential; and construct and exceed mobile user experience expectations.
IMC-600 EMBRACING STRATEGIC THINKING: MARKETING STRATEGY & PLANNING FOR IMC (3 Credits)
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. This class also examines targeting; segmenting and positioning procedures; and competitive, consumer, and market analyses. Case study analysis will be utilized throughout the course to promote experiential, real-world understanding of the material.

Restrictions: RG.UG.GR

IMC-610 EMBRACING ANALYSIS: TOOLS OF ANALYSIS AND COMMUNICATION (3 Credits)
This course provides students with training in the thinking processes and tools used by the IMC Practitioner in analysis and decision making. Emphasis is placed on the translation of cold numbers or data into skilled communication decisions and strategies. Students are also exposed to basic principles of finance, economics, budgeting, R.O.I., financial statements and quantitative analysis in this course to prepare students to formulate well-developed and informed financial and strategic decisions regarding an organization’s IMC plan.

Restrictions: RG.UG.GR

IMC-620 EMBRACING YOUR TALENT: CREATIVE, STRATEGY & DESIGN (3 Credits)
This class focuses on symphonic thinking in the development of a variety of marketing communications messages based on insights gleaned from primary and secondary research. Students will learn to develop strategy, to evaluate creative work, and to maintain strategic continuity across media. Students will learn to distill a creative strategy from a focused brief, to concept an advertising campaign, to create and evaluate concepts and executions against the strategy and brief, and to maintain continuity of message across disparate media. Students will also position the product, service or brand in terms of the competitive situation, the circumstances of use, and the cultural environment. In short, in this class you must make the leap from the reasoned logic of developing a strategy to the inexplicable process of creativity. Bring both your right brain and your left brain to class.

Prerequisite(s): TAKE IMC-555
Restrictions: RG.UG.GR

IMC-625 THE US HEALTH CARE SYSTEM (3 Credits)
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 EMBRACING YOUR PR SKILLS: DEVELOPING A VOICE FOR YOUR CLIENT (3 Credits)
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 counseling. 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.

Restrictions: RG.UG.GR

IMC-660 ADV, INTNT MKT & PUBLICITY (3 Credits)
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.

Restrictions: RG.UG.GR

IMC-675 HEALTH CARE COMMUNICATION (3 Credits)
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.

IMC-680 ADVERTIS COPYWRITING & DESIGN DIRECTION (3 Credits)
The purpose of the course is to prepare students for 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 conceptualizing, 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 (3 Credits)
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.

IMC-698 SPECIAL TOPICS IN IMC (3.0000 Credits)

IMC-698A SP TOP. SALES COMMUNICATION/MANAGEMENT (3 Credits)
The goal of this course is to provide graduate students with the knowledge and skills of sales communication and sales management in an organization. The course will cover the following topics: understanding the sales process and basic sales skills including interpersonal skill assessment, communication style to overcome communication bias, creating selling relationships, and understanding the importance of business/interpersonal skills in business and social situations. The course will also cover the sales management process, including sales force hiring, negotiation and compensation models, time and territory management, sales ethics and the importance of sales management to an organization’s revenue.

IMC-698B SP TOP. CORPORATE SOCIAL RESPONSIBILITY (3 Credits)
Restrictions: RG.UG.GR
IMC-698C SP TOP: ADVANCED CASES & CAMPAIGNS (3 Credits)

IMC-700 Integrated Communication Practices And Procedures (3 Credits)
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 PLANNING SUCCESS (3 Credits)
This course examines the role design plays in effective communications. Emphasis is placed on achieving the goals set forward in the creative strategy to create an emotional connection with the audience. Course topics include: principles of design; effective use of color, typography and other graphic and design elements, and the fundamentals of branding. Students will strengthen their communication design skills through practical application across multiple communication pieces maintaining continuity across media.

Restrictions: RG.UG.GR

IMC-740 INTEGRATING PR: PUBLIC RELATIONS BEST PRACTICE (3 Credits)
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 actions, 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.

Restrictions: RG.INMCO

IMC-760 INTEGRATING THE HARD QUESTION: COMMUNICATION ETHICS (3 Credits)
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 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 MASTERING THE FIELD: CASES & CAMPAIGNS (3 Credits)
A capstone course that prepares students for the Final Defense process. Outcomes of the course are presentation materials that are executive ready and professionally produced. Course will use student examples, real-life examples, and case studies to give students an opportunity to analyze and critique the quality and content of professional executive communication materials. Course will incorporate appropriate use of current technologies and presentation strategies to equip students for the Final Defense process.

Restrictions: RG.UG.GR

IMC-820 ORG STRUCT/BEHAVIOR-IMC (3 Credits)
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.

IMC-830 IMC MASTERING THE PROJECT: FINAL DEFENSE (0 Credits)
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.

Restrictions: RG.UG.GR

IMC-9999 IMC ELECTIVE (3 Credits)

Strategic Leadership (MSL)

MSL-605 LEADERSHIP AND VALUES (3 Credits)
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.

Restrictions: RG.STLE

MSL-610 LEADERSHIP AND DIVERSITY (3 Credits)
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, dignity and worth. 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 the organizations that are addressing the needs of a diverse workforce.

Restrictions: RG.STLE

MSL-615 HUMAN RESOURCE MANAGEMENT (3 Credits)
This course provides an overview of labor markets, public manpower policy and other topics in personnel management such as retirement and utilization of human resources. The course also includes a survey of informal and formal approaches to conflict resolution and dispute settlement.

Corequisite(s): Take MSL-605.

Restrictions: RG.STLE
MSL-620 GLOBAL LEADERSHIP (3 Credits)
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 & BEHAVIOR (3 Credits)
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 organization 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 better understanding of the challenge of change through analysis of the theory, research, and practice of IMC development.

Restrictions: RG.STLE

MSL-630 LEADING THE DIGITAL WORLD (3 Credits)
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.

Restrictions: RG.STLE

MSL-635 CONFLICT RESOLUTION (3 Credits)
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.

Restrictions: RG.UG.GR

MSL-640 LEADING CHANGE (3 Credits)
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 (3 Credits)
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 ENVIR. (3 Credits)
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.

Restrictions: RG.UG.GR

MSL-655 PROJECT IN STRAT LEADERSHIP (2 Credits)
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.

Restrictions: RG.STLE

MSL-660 LEADERSHIP PORTFOLIO (1 Credit)
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.

Restrictions: RG.UG.GR

MSL-665 LEADERSHIP IN HEALTH CARE (3 Credits)
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 in different health care settings such as recruitment, contract/agreement, training/education/support, retention, performance evaluation, and strategic planning.

MSL-670 PUBLIC HEALTH PRACTICE (3 Credits)
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 (3 Credits)
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.
We value freedom of expression and basic human understanding to investigate and wonder in their pursuit of knowledge to find truth. We provide undergraduate and graduate programs where students learn to be extraordinary and ethical 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 35 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
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.

Integrated Marketing Communications, MA
Director: Heather Harris, MFA
Phone: (716) 375-2075
Fax: (716) 375-2588
Email: hharris@sbu.edu
Website: http://www.sbu.edu/imc

Graduate Faculty
K. DeSimone, Ph.D
H. Harris, MFA
P. Hoffmann, Ph.D.
M. Jones-Kelley, MS
D. Kassnoff, MA
R. Lee, Ph.D.
C. McNall, JD

Mission
We are committed to preparing students to be extraordinary and ethical communicators, analyzers and gatherers 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.

MSL-680 HEALTH CARE INFORMATICS (3 Credits)
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 (3 Credits)
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 IND. ST IN STRAT LEADERSHIP (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MSL-699 SP TOP IN STRAT LEADERSHIP (3 Credits)
This course will focus on special topics in strategic leadership of interest to faculty and students.

St. Bonaventure University
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<td>IMC-800</td>
<td>MASTERING THE FIELD: CASES &amp; CAMPAIGNS</td>
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<td>IMC-570</td>
<td>ANALYTICS, DATA VISUALIZATION, &amp; Interpretation</td>
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<td>FINDING SIGNIFICANCE: SOCIAL MEDIA &amp; CONSUMER INSIGHTS</td>
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<td>IMC-590</td>
<td>FINDING THEM WHERE THEY ARE: MOBILE MARKETING COMMUNICATION</td>
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<td>IMC-625</td>
<td>THE US HEALTH CARE SYSTEM</td>
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<td>IMC-650</td>
<td>EMBRACING YOUR PR SKILLS: DEVELOPING A VOICE FOR YOUR CLIENT</td>
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<td>IMC-675</td>
<td>HEALTH CARE COMMUNICATION</td>
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<td>IMC-680</td>
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<td>IMC-685</td>
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<td>IMC-720</td>
<td>PLANNING SUCCESS</td>
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<td>IMC-760</td>
<td>INTEGRATING THE HARD QUESTION: COMMUNICATION ETHICS</td>
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<td>IMC-820</td>
<td>ORG STRUCT/BEHAVIOR-IMC</td>
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</tbody>
</table>

Total Credits 33

1 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).

Strategic Leadership, MA
Director: Kimberly DeSimone, Ph.D.
Phone: (716) 375-2060
Email: kdesimon@sbu.edu
Website: http://www.sbu.edu/msl

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, 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 and MSL-660, 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

<table>
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<tr>
<th>Code</th>
<th>Title</th>
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<tr>
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<tr>
<td>MSL-605</td>
<td>LEADERSHIP AND VALUES</td>
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<td>MSL-610</td>
<td>LEADERSHIP AND DIVERSITY</td>
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<td>MSL-615</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<td>MSL-620</td>
<td>GLOBAL LEADERSHIP</td>
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<td>MSL-625</td>
<td>ORGANIZATIONAL STRUCTURE &amp; BEHAVIOR</td>
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<td>MSL-630</td>
<td>LEADING THE DIGITAL WORLD</td>
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<td>MSL-635</td>
<td>CONFLICT RESOLUTION</td>
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<td>MSL-665</td>
<td>LEADERSHIP IN HEALTH CARE</td>
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<td>PUBLIC HEALTH PRACTICE</td>
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<tr>
<td>Total Credits</td>
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</tbody>
</table>

**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
MAPS & DIRECTIONS

St. Bonaventure Campus

H. Hopkins Hall
1. Village of St. Anthony
2. Francis Hall/Damietta Center
3. Glen of St. Clare
4. Gardens of Br. Leo
5. Franciscan Friary
6. University Chapel
7. Doyle Hall/Trustees Room
8. The Sandra A. and William L. Richter Center
9. Falconio Hall
10. Robinson Hall
11. The Regina A. Quick Center for the Arts
12. Devereux Hall/Garret Theater
13. Butler Memorial Hall
14. University Ministries Center
15. Reilly Center/Bob Lanier Court
16. Friedsam Memorial Library
17. Café La Verna
18. Hickey Dining Hall
19. Shay/Loughlen Halls
20. De La Roche Hall
21. Murphy Professional Building
22. Plassmann Hall
23. Maintenance/Central Receiving
24. University Observatory
25. McGraw-Jennings Athletic Fields
26. William F. Walsh Science Center
27. Swan Business Center
28. Tennis Courts

Local Businesses

D. Dunkin' Donuts
M. Microtel Inn
C. Fairfield Inn
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
• Mid-Atlantic Association of College of Business Administration
• Mid-Atlantic Placement Council
• Midwestern Association of College Administration
• 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 for 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 for the Exchange of Industrial Resources
• 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 Catholic Education Association
• National Institute of Financial Aid Administrators
• National Science Teachers Association
• National Student Teacher Association
• New York Library Association
• New York State Association for Intercollegiate Athletics for Women
• New York State Council of School District Administrators
• New York State Financial Aid Administrators
• New York State Financial Aid Administrators-Region I
• New York State Foundations of Education Association
• New York State Historical Association
• Pennsylvania Association of Colleges of Teacher Education
• Provincial Campus Ministry Association
• Public Relations Society of America
• Radio and Television News Directors Association
• University Council for Educational Administration
• Western New York Consortium of Higher Education
• Western New York Library Resources Council
• Wilderness Education Associate
OFFICE DIRECTORY

As of August 2019

Office of the President
Dennis DePerro, Ed.D.
President
Ann Lehman, M.B.A.
Associate Vice President for Grant and Research/Chief of Staff
Sarah S. Stangle, B.A.
Executive Administrative Assistant

Office of Community and Government Relations
Thomas Buttafarro Jr., M.A.
Director of Board, Community & Government Relations

Office of Institutional Research
Mark Inman, M.A.
Assistant Director of Institutional Research
Loriann Yardman
Institutional Research Associate

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Joseph E. Zimmer, Ph.D.
Provost and Vice President for Academic Affairs
Barb O’Keefe
Executive Administrative Assistant
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Aaron Chimbel, M.S.
Dean, Jandoli School of Communication
David Hilmey, Ph.D.
Dean, School of Arts and Sciences
Matrecia James, Ph.D.
Dean, School of Business
Douglas Pisano, Ph.D.
Dean, School of Allied Health

Office of Graduate Studies
Lisa Buenaventura, Ph.D.
Graduate Dean

Friedsam Memorial Library
Director of the Library & Faculty Development
Mary Ellen Ash, M.S.L.I.S.
Reference & Government Documents Librarian

Tami M. Attwell, B.S.
Library Technical Specialist
Maureen Bernans, M.A., M.S.Ed.
Evening Supervisor
Dennis Frank, M.L.S.
Archivist
Cathy Maldonado, M.L.S.
Reference & Interlibrary Loan Librarian
Marsia Painter, M.S.L.I.S.
Reference Librarian
Paul J. Spaeth, MLS, MA
Special Collections Librarian, Curator of the Lax Archives
Christine Zeitler, M.L.I.S
Reference Librarian

Technology Services
Michael Hoffman, Ed.D.
Associate Provost and Chief Information Officer
Tyler Ayers
Network Services Manager
Karla Bright, A.A.S.
Instructional Support Specialist
Daniel P. Donner, B.S.E.
Director User Services
Timothy Geiger, B.A.
Director of Enterprise Services
Timothy Hill, B.A.
Media Support Specialist
Eric Hund, B.A.
Helpdesk Assistant
Robert Hyde, B.B.A.
Network Support Specialist
Lauren Newcome, B.S.
Enterprise Projects Manager
Wayne Onk, A.A.S.
PC/LAN Support Specialist
Michael Rosenswie, B.S.
PC/LAN Support Specialist
Samhitha Srinivasan, B.S.
Database Analyst
Carol Strauch, B.A.
Director, Online and International Student Services
Zach Tarbell, B.S.
Applications Developer
Victoria Thompson, A.A.S.
Administrative Assistant
Registrar's Office
George Swindoll, M.Ed
Registrar

Genny Brockel, B.A.
Assistant Registrar

Amanda Sandburg, B.B.A.
Records Coordinator

Student Success Center
Christopher Brown, M.B.A.
Executive Director, Student Success Center

Sarah Augustini Barnard, M.B.A.
Assistant Director, Student Success Center

Jean Trevarton Ehman, M.A.
Director, Learning Center

Adriane Spencer, M.S.Ed.
Director, Disability Support Services

Carol Strauch, B.A.
Director, Online and International Student Services

Margaret Young, M.S.Ed.
Associate Director, Higher Education Opportunity Program (HEOP)

Adam Colton, PhD.
Writing Specialist

Laurence D. Whitcomb, M.S.Ed.
Math Specialist

Lisanny Manzueta, B.A.
Academic Counselor

Laurie Domes
Administrative Assistant, Student Success Center

Yvette Jordan
Specialist, International and Online Student Services

Nina Peterson, B.S.
Administrative Assistant, HEOP

Kathy Wysocki
Office Manager, Learning Center

Office of Enrollment
Bernie Valento, M.S.
Vice President for Enrollment

Amy Smerkar, M.A.
Executive Assistant & Visit Coordinator

Sarah Northington, B.A.
Admissions Operations Specialist

Patricia Oakley, B.S.
Admissions Operations Specialist

Matthew Retchless, M.A.
Director of Graduate Admissions

Douglas Brady, M.F.A.
Director of Admissions

Gail Marasco, B.S.
Coordinator of Admissions Technology

Monica Emery, M.S. Ed
Director of Volunteer Relations and Events

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Assistant Director

Chris Scheppner, M.A.
Associate Director

Dean Whitcomb, B.B.A.
Assistant Director

Andrew Wyatt, B.A.
Coordinator of Transfer Success and Articulation

Amanda Wilton Davis, B.A.
Coordinator for Admissions Communications

Monica S. Thomas, Ph.D
Director of Franciscan Health Care Professions

Katherin Crotty, B.S.
Admissions Counselor

Jenna Speck, M.S.
Admissions Counselor

Dahron Wells, B.A.
Admissions Counselor

Office of Financial Aid
Christopher Cartmill, M.S.L.
Director

Michelle Schram, B.B.A.
Assistant Director

Richelle Dalaba, M.B.A.
Assistant Director

Jill Rohl
Financial Aid Technician

Sue van her Horst
Financial Aid Technician

Office of Marketing and Communication
Thomas Missel, B.A.
Chief Communications Officer

Danny Bush, M.A.
Senior Multi-media Producer

Thomas Donahue, B.A
Director of Print and Electronic Publications

Beth A. Eberth, B.A.
Director of University Communications
Jennifer Pulver, B.A.
Director of Graphic Design
Jim Serfini
University Switchboard Operator

Office of the Vice President for Student Affairs
Kathryn O'Brien, M.P.A.
Vice President for Student Affairs
Fr. Ross Chamberland, O.F.M., EdD.
Assistant Vice President for Student Engagement
Nichole J. Gonzalez, M.B.A.
Dean of Students

Career and Professional Readiness Center
Pamela Ferman, M.S.Ed.
Director
Constance M. Whitcomb, M.S.Ed.
Career Consultant
Marie Torrey, M.S.Ed.
Career Counselor
Mary Pezzimenti
Student Employment/Recruiter
Lisa Clark
Administrative Assistant

Center for Student Wellness
Christopher Anderson, MSEd, LMHC
Director
Marlene Wust-Smith, MD
Doctor/Medical Services Manager
Marti Bova
Office Manager
Amanda Edel
Administrative Assistant
Lynne Knowles, LPN
Nurse
Karissa Conner, LPN
Nurse
Carmella Bartimole, PhD, LMHC
Counselor
Amy Mickle, MSEd., LMHC
Counselor
Michael Healy, MSEd, MHC-LP

Residence Life
Robbie Chulick, M.A.
Associate Director of Residence Life
Eric Somelofske, B.B.A.
Residence Director
Nicole Honeysett, B.A B.S
Residence Director
Emanual Philip B.S
Residence Director
John Lehman B.A
Residence Director

Center for Activities, Recreation and Leadership (CARL)
Robert S. DeFazio, M.S.Ed.
Director, Center for Activities, Recreation & Leadership/Richter Recreation Center
Mary Frac
Assistant Director
Margot Hickey
Coordinator, Intramural, Recreation & Club Sports
Andrew Tui Osborne
Head Coach, Men's Rugby
Danny Neighbor
Assistant Coach, Men's Rugby
Clarence Picard
Head Coach, Women's Rugby
Cody Cornelius
Trainer

Safety & Security
Gary Segue, M.A.
Director, Office of Safety and Security
John Brewer
Officer
Cory Burr
Officer
Angela Fowler
Officer
Jason Geise
Officer
William Hilliard
Officer
Donald Jarosz
Officer
Jeffrey Madigan
Officer

Elizabeth Murphy
Officer

Dillon Ruediger
Officer

Thomas Shaw
Officer

Mary Wiley
Officer

Daniel Williams
Officer

**Office of the Director of Athletics**

Timothy Kenney, M.S.
Director of Intercollegiate Athletics

Barbara A. Questa, M.Ed.
Deputy Director of Athletics/SAW

Steve Campbell, B.S.
Associate Athletic Director for Internal Operations & Facilities

Steve Mest, M.S.
Associate Athletic Director for External Relations

TBD
Assistant Athletic Director for Compliance

Sean McNamee, M.A.
Assistant Athletic Director for Advancement

Seth Johnson, M.S.
Director of Marketing and Promotions

Victor Novelli, B.S.
Director of Athletics Business and Finance

Cameron Myers
General Manager - Bonnies Sports Properties

Kathy Parmentier, M.S.A.
Ticket Office Manager

Rhonda Monahan, B.S.
Purchasing and Operations Assistant

MaryBeth Fidurko
Athletics Secretary

Michael Kasperski, M.B.A.
Faculty Athletics Representative

Joel Rosencrance, M.S.Ed.
Director of Athletic Academic Support Services

Hope Thomas, M.S.
Athletic Academic Coordinator

Scott Eddy, M.A.
Director of Athletic Communications

Dylan Nuzzo, B.S.
Athletics Communications Assistant

TBD
Digital Media Director

Darryn Fiske, M.S.
Director Strength and Conditioning

Connor Borowski, M.S.
Assistant Strength Coach

Nyla Rueter, M.A.
Assistant Strength Coach

Bradly Pruett, M.S., A.T.C.
Director of Sports Medicine/Head Athletic Trainer

Brian Berg, M.S., L.A.T., A.T.C., NREMT-B
Athletic Trainer

Andrew Birschbach, M.S., L.A.T., A.T.C., CSCS
Athletic Trainer

Matthew Smith, L.A.T., A.T.C.
Athletic Trainer

Olivia Anne Vita-Farnsworth, M.S. L.A.T., A.T.C.
Assistant Athletic Trainer

Joshua Wall, M.S., L.A.T., A.T.C., CSCS
Assistant Athletic Trainer

Larry Sudbrook, B.S.
Head Coach, Baseball

Brandon Salerno, B.B.A.
Assistant Baseball/Strength and Conditioning Coach

Mark Schmidt, B.B.A.
Head Coach, Men's Basketball

Stephen Curran, B.A.
Associate Head Coach, Men's Basketball

Dwayne Lee, B.B.M.
Assistant Coach, Men's Basketball

Sean Neal, M.B.A.
Assistant Coach, Men's Basketball

Matt Pappano, M.A.
Director of Men's Basketball Operations

Jesse Fleming, B.A.
Head Coach, Women's Basketball

Jennifer Pruett, M.Ed.
Assistant Coach, Women's Basketball

Margaret Serratelli Latimer, M.Ed.
Assistant Coach, Women's Basketball

Ryan Phillips, M.S.
Assistant Coach, Women's Basketball

Alysha Giarra, M.Ed.
St. Bonaventure University

Director of Women's Basketball Operations
Bob Macfarlane, M.S.Ed.
Head Coach, Men's and Women's Cross Country/Track Coach

Sarah Lonzi, M.S.
Assistant Coach, Men's and Women's Cross Country/Track Coach

Ryan Swanson, B.S.
Head Coach, Golf

Josh Stauffer, M.B.A.
Assistant Coach, Golf

Randy Meams, M.S.
Head Coach, Men's Lacrosse

Gill Conners, B.A.
Assistant Coach, Men's Lacrosse

Rick Schunke, B.B.A.
Assistant Coach, Men's Lacrosse

Chelsea Rosiek, B.A.
Head Coach, Women's Lacrosse

Sara Nolan, B.B.A.
Assistant Coach, Women's Lacrosse

Kwame Oduro, B.A.
Head Coach, Men's Soccer

Ryan Arvin, M.B.A.
Assistant Coach, Men's Soccer

Steve BrdarSKI, B.B.A.
Head Coach, Women's Soccer

Abby Pearson, B.A.
Assistant Coach, Women's Soccer

Danielle Vis, B.A.
Assistant Coach, Women's Soccer

Mike Threehouse, B.A.
Head Coach, Softball

Todd Randall, B.A.
Assistant Coach, Softball

Skip Nitardy, B.S.
Head Coach, Men's and Women's Swimming

Stephanie Fleming, M.B.A.
Head Coach, Men's and Women's Diving

Ana Sofia Cordero, B.A.Sc.
Assistant Coach, Men's and Women's Tennis

Abbie Bricker, B.S.
Cheerleading Coach

Vice President for Finance and Administration
Bonita Sturdevant, A.A.S.
Executive Administrative Assistant

Business Office
Nancy K. Taylor, B.B.A., C.P.A.
Controller
Ann R. Kightlinger, M.B.A.
Director of Student Accounting Services
Karalyn Anastasia, M.B.A.
Coordinator of Student Accounts
Kelly Hand
Coordinator of Student Accounts
Priscilla Dombek
Student Financial Services Cashier
Patricia Shumway, B.B.A.
Accounting Manager
Kathy Wagner, B.S.B.
Accounts Payable/Purchasing Manager
Wendy Higley, A.O.S.
Accountant
Kimberly Ramarge, A.A.S.
University Bookkeeper - Generalist
Michael Green, B.B.A.
Budget Analyst
Colleen Sandburg, A.A.S.
Purchasing Coordinator
Miranda Puccinelli
Accounts Payable Specialist

Facilities Department
Robin Hurlburt, A.B.A.
Director of Facilities Operations
Jared Smith
Associate Director of Facilities
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

Office of the Senior Vice President for Finance and Administration
H. Daniel Hungerford, B.S., C.P.A., C.G.M.A.
Office of Human Resources
R. Erik Seastedt, M.S.
Director of Human Resources

Jacquelin M. Zimmer
Human Resources Assistant

Payroll Office
Nancy Ryan, A.O.S.
Payroll Manager

Event Management
Caitlin Webster, B.S.
Events and Conferences Manager

Jennifer Hassen, B.S.
Events Coordinator

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, M.B.A.
Assistant Curator

Donald T. Hopwood, M.A.
Technical Director

Jennifer Skroback, A.O.S.
Office Manager

Dining Services
Nikki Clark
General Manager

Tina Herne
Catering Director

Steve Young
Food Production Manager

Andy Kirtz
Executive Chef

Jen Penhollow
Residential Manager

Jen Margeson
Retail Manager

Office of University Advancement
Robert Van Wicklin, M.A.
Vice President for University Advancement

Angela Nelson, A.A.S.
Executive Administrative Assistant

Susan Anderson, B.A.
Director of Advancement Communications

Martin Blind, M.S.
Major Gifts Officer

Colleen Crino, B.A.
Data Specialist

Rachel Elser, M.B.A.
Bonathon Manager

Joe Flanagan, M.S.
Director of Alumni Services

Karen France, B.B.A.
Assistant Director of Advancement Services

Douglas Frank,
Consultant for Annual Fund

Diane Frick, M.B.A.
Director of Advancement Operations

Janet Glogouski, B.B.A.
Major Gifts Officer

Anne Goergen, B.A.
Director of Prospect Research

Karen Heitzinger
Volunteer Services Coordinator

Joseph W. Hoag, B.S.
Major Gifts Officer

Robert F. Keenan, B.A.
Associate Director of Planned Giving

Michael Kramer, B.S.
Senior Major Gifts Officer, New York Metro Area - Regina A. Quick Arts Center Focus

Alan Riddle, M.B.A
Director of Annual Giving

Kathleen Ryan, B.B.A.
Assistant Director of Development for Stewardship

Lucia Scotty, B.A.
Coordinator of Electronic Communications

Diane Walker
Gift Processing Manager

Jody Wickehnsky, B.S.
Technical Coordinator for Advancement Services

Office of the Vice President for Mission Integration
Fr. Russell T. Murray, O.F.M., Ph.D., S.T.L.
Vice President for Mission Integration

Office of University Ministries
Fr. Francis Di Spigno, O.F.M.
Executive Director, University Ministries
Amanda Naujoks, M.A.
Director of the San Damiano Center for Pastoral and Liturgical Ministries
Alice Miller Nation, M.A.
Director of the Franciscan Center for Social Concern
Marcia Wymer
Coordinator of Liturgy and Music Ministry
TBD
Receptionist and Secretary

Mt. Irenaeus Community
Br. Kevin Kriso, O.F.M., MTS, DMin
Coordinator of Mt. Irenaeus Life and Ministry for SBU
Fr. Daniel Riley, O.F.M., MDiv
Animator
Michael Fenn, M.B.A.
Executive Director
Michelle Marcellin
Office Coordinator; Administrative Assistant
Mary Giardini, M.S.
Communications and Development Services Coordinator
Mary Schlosser, B.A.
Coordinator of Development
Br. Joseph Kotula, O.F.M.
Coordinator of Facilities
Fr. Lou McCormick, O.F.M., M.A.
Coordinator of Hospitality

Ministers in Residence
Paul Afful
Falconio Hall
Fr. Ross Chamberland
Robinson Hall
Mary Frac
Devereux Hall
Fr. Kyle Haden
Devereux Hall
Alice Miller Nation
Shay-Loughlen Hall
Amanda Naujoks, M.A.
Robinson 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., Ph.D., DMin
Executive Director, Franciscan Institute
Director of University Planning
Jill M. Smith, M.B.A.
Business Operations Manager, Franciscan Institute and Franciscan Institute Publications
SCHOOL OF ARTS AND SCIENCES

Dean: David Hilmey, Ph.D.
Administrative Assistant: Sharon Godfrey

- Cybersecurity, MS (p. 72)
- Cybersecurity, Advanced Certificate

CYB-500 COMPUTER NETWORKS (3 Credits)
A study of computer networks based on the OSI model of a layered network architecture. The TCP/IP protocol suite is used to illustrate network protocols. The course includes an overview of local area networks, routing algorithms, and network applications. The course consists of three lecture hours and one two-hour laboratory per week. The laboratory component provides experience in network programming using sockets.
Restrictions: RGP123

CYB-500A COMPUTERS & CYBER WORLD (3 Credits)
Computer hardware and organization, number Systems, types of data, discrete mathematics and logic, algorithms, files and data structures, operating systems and compilers, virtual machines, Linux, security, privacy, threats, identity, introduction to technical, legal & policy issues in cybersecurity.

CYB-500B INTRODUCTION TO PROGRAMMING (3 Credits)
The course introduces the object-oriented approach to software design using the programming language Java. The programming language Java is used to implement software designs. No previous programming experience is presupposed.

CYB-500C INTRODUCTION TO DATABASES (3 Credits)
An introduction to database management systems, including database design and application development. Different database models are introduced, with emphasis on the relational model. The theoretical principles underlying the design of a database and the physical storage of data and its integrity are covered. Other conceptual points are covered such as relations in mathematics that form the bases of a relational model. Along with designing and implementing databases using Sequel Server, the student will create a GUI interface to a database using JDBC and JavaFX.

CYB-501 FOUNDATIONS OF CYBERSECURITY, ETHICAL HACKING, PENETRATION TESTING (3 Credits)
To provide students with a fundamental understanding of cybersecurity and an in-depth understanding of penetration testing and ethical hacking. This course will include intelligence gathering, assessment of software vulnerabilities and weaknesses, cross platform penetration testing, learning ethical hacking requirements, and data protection.
Restrictions: RGP123

CYB-502 ADVANCED CYBERSECURITY (3 Credits)
This course will expand on previous cybersecurity courses and delve deeper into its topics. Combining topics from computer science and cybersecurity, students will delve into system and network analysis, Diverse DDoS, DDoS and advanced persistent attacks, intrusion detection system development and control system. Students will be able to use quantitative and qualitative reasoning to solve problems with an array of different system vulnerabilities. Students will need knowledge of operating systems and advanced algebra before taking this course.
Restrictions: RGP123

CYB-503 Enterprise Security (3 Credits)
This course will expand on previous cybersecurity courses and introduce business and enterprise topics. This will be done through analysis of real-world business examples of cyberattacks and the needs businesses have in the areas of cybersecurity. This course will emphasize real-world developmental practices and aim to improve students’ ability to work in a professional cybersecurity environment.
Restrictions: RGP123

CYB-504 CYBERSECURITY FORENSICS (3 Credits)
This course will give an in-depth look into the world of cybercrime and digital evidence. Throughout this course, students will use industry tools to perform forensic analysis of crimes to learn about how to prevent, detect, and respond to cyber-crime, cyber-terrorism, and cyber-predators. This course aims to both inform students of the types of crimes that exist as well as ways to catch those responsible even through virtual anonymity.
Restrictions: RGP123

CYB-505 SECURE SOFTWARE DESIGN (3 Credits)
This course aims to establish an understanding of proper software design for a secure product. This course will do so by comparing both secure and insecure design structures to ensure that similarly made software programs are not vulnerable to known forms of cyberattacks or cybercrimes.
Restrictions: RGP123

CYB-506 ENTERPRISE NETWORKS (3 Credits)
This course will build an understanding of how networks function within a business environment and the threats that face networks if they are not properly protected. Networks are a cornerstone of a modern business of any size, and thus these networks must be made to be secure in order to ensure that these companies can function properly.

CYB-507 APPLIED CRYPTOGRAPHY (3 Credits)
This course will help students understand the fundamentals of cryptography as well as the applications that it holds in modern technology. Cryptographic methods and tools, such as encryption and digital signatures, will be studied to understand how to protect information within a program. This course will also explore the differences between symmetric and asymmetric cryptography and the benefits to both.
Restrictions: RGP123

CYB-508 APPLIED DATA MINING WITH APPLICATIONS IN CYBERSECURITY (3 Credits)
This course will help students understand the importance of data mining in the cybersecurity field and how to apply various data mining techniques. Students will learn about the fundamentals to data mining in general, growing their skills until they are able to later integrate data mining into cybersecurity applications and topics.
Restrictions: RGP123

CYB-509 MACHINE LEARNING WITH APPLICATIONS IN CYBERSECURITY (3 Credits)
This course will aim to enhance students' knowledge of the fundamentals of machine learning and how said technologies can be applied to cybersecurity. Different types of machine learning will be explored in the realms of cybercrime and cybercrime prevention.
Restrictions: RGP123
Cybersecurity, Advanced Certificate

Program Director: Hossein Sarrafzadeh, Ph.D.
Phone: 716-375-2089
Email: asarrafz@sbu.edu

<table>
<thead>
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Total Credits 15

| CYB-500 COMPUTER NETWORKS (3 Credits) |
A study of computer networks based on the OSI model of a layered network architecture. The TCP/IP protocol suite is used to illustrate network protocols. The course includes an overview of local area networks, routing algorithms, and network applications. The course consists of three lecture hours and one two-hour laboratory per week. The laboratory component provides experience in network programming using sockets.

Restrictions: RGP123

| CYB-500A COMPUTERS & CYBER WORLD (3 Credits) |
Computer hardware and organization, number Systems, types of data, discrete mathematics and logic, algorithms, files and data structures, operating systems and compilers, virtual machines, Linux, security, privacy, threats, identity, introduction to technical, legal & policy issues in cybersecurity.

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CYB-510 Risk Management & System Hardening & PROTECTION (3 Credits)
This course will aim to teach students skills required to perform cyber risk management for organizations as well as how to prevent systems from being breached to begin with. There are risks that accompany all forms of system, this course will both give students the tools to identify possible risks that can be impactful in the future and how to manage breaches once they occur.
Restrictions: RGP123

Cybersecurity, MS
Program Director: Hossein Sarrafzadeh, Ph.D.
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Restrictions: RGP123
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
G. Bootheway, M.A.
C. Case, Ph.D.
C. Coate, Ph.D., C.P.A.
M. Fischer, Ph.D., C.P.A.
M. Gallagher, Ph.D.
M. Jahed, Ph.D.
M. Kasperski, M.B.A., C.P.A.
D. King, M.B.A., C.P.A.
J. Mahar, Ph.D.
B. McAllister, M.B.A, C.P.A.
W. Northington, Ph.D.
T. Palmer, Ph.D.
F. Sang, Ph.D.
J. Stevens, M.A.
M. Wilson, Ph.D.
J. Zhu, Ph.D.

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

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

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

Values
The following Franciscan Values are uniquely linked to our Franciscan mission and are incorporated into our curriculum and services learning initiatives.

Contemplation
To think deeply, to ponder, to meditate, to consider, to study, to plan, to ask “what does it all mean?” is to be a contemplative

Love
To learn … not for the sake of accumulating knowledge alone, but so that knowledge can be applied to the betterment of others.

Respect
To be a “global village” in which people of all social classes, races, nations and beliefs live, accept, and attempt to understand and support one another.

Joy
To believe that the God who made the world is a good God, that the world and the people in it are good, and that whatever difficulties we face, it’s all going to work out for the best. To look at life through a positive lens.

Peace
To uncover the injustices which are the roots of hatred and violence. To prepare ourselves with knowledge, skill and love to promote a better world; to truly be an “instrument” of God’s peace.

Compassionate Service
To volunteer, to help, to seek opportunities to be of assistance to others. To give of our time with a sense of humility and a desire to make the world a better place. To see education as a means of being able to serve our fellow human beings.

School of Business Values & Principles
In fulfilling our mission, we are guided by our Catholic faith and ever mindful of our Franciscan values, such as individual worth, concern for and service to others, pursuing knowledge for the contemplation, love, respect, joy, peace, and compassionate service. Our community of learners offers opportunities for broad and deep reflection about how business should operate more responsibly in an increasingly complex and integrated world – and how to lead in that role.

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

1. Educate each student to meet the challenges of a dynamic global business environment.
2. Improve the education of our students by pursuing scholarship and fostering a culture of discovery.
3. Manifest our values through lives that include committed citizenship and impactful community service and engagement.

- Business Administration, MBA (p. 80)

Masters in Business Administration (MBA)

MBA-515F Quantitative Found. for Mgmt (3 Credits)
The 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 begins with an analysis of measures of central tendency, variation and other summary statistics. The course also covers an introduction to probability and hypothesis testing, and an introduction to regression analysis. Emphasis is centered on the use of these techniques in data analysis.

Restrictions: RG.UG.GR
MBA-516F Acctg & Finance Foundations (3 Credits)
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.
Restrictions: RG.UG.GR

MBA-517F Economic Foundations (3 Credits)
MBA-517F is designed to provide an introduction to the economic decisions and financial management of the firm. The course will begin with economics before exploring how markets work (and don't work) before moving into the financial world and getting an overview of the financial system, how stock and bond markets work, as well as a look at corporate finance, including an introduction to valuation.
Restrictions: RG.UG.GR

MBA-605 MANAGEMENT INFORMATION SYSTEMS (3 Credits)
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.
Restrictions: RG.UG.GR

MBA-610 FINANCIAL MANAGEMENT (3 Credits)
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.
Corequisite(s): Take MBA-515F, MBA-516F and MBA-517F
Restrictions: RG.UG.GR

MBA-611 LEGAL ENVIRONMENT OF BUSINESS (3 Credits)
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.
Restrictions: RG.UG.GR

MBA-612 MARKETING MANAGEMENT (3 Credits)
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 effort. Case studies are used to illustrate and emphasize key concepts.
Restrictions: RG.OLGE

MBA-613 ORGANIZATIONAL BEHAVIOR (3 Credits)
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.
Restrictions: RG.OLGE

MBA-614 MANAGEMENT SCIENCE (3 Credits)
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.
Corequisite(s): Take MBA 515F
Restrictions: RG.UG.GR

MBA-615 CONTEMPORARY ACCOUNTING THEORETICAL (3 Credits)
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(s): Take MBA-616
Restrictions: RG.UG.GR

MBA-616 ACCOUNTING PRACTICE & ANALYSIS (3 Credits)
This course includes a practical set of accounting topics useful to the business professional in financial based decision making. Topics include (but are not limited to) the costing of products and services, budgeting and planning, CVP and breakeven decisions, short run and opportunity cost decisions, financial analysis, and managerial performance measures. These decision techniques are useful to internal and external decision makers relative to business financial decisions. The course includes both lecture and case based analysis.
Corequisite(s): Take MBA 516F OR MBA 601
Restrictions: RG.UG.GR

MBA-620 MARKETING ANALYSIS FOR DATA DECISION MAKING (3 Credits)
This course introduces students to methods for analyzing data residing in firms' customer databases. The first half of the course focuses on descriptive and financial tools. We will discuss ways to profile customer segments based on their profitability to the firm, estimate individual customers' lifetime value, and see how this value can be altered by promotional efforts. We will review all necessary statistical concepts and learn how to use the software package SPSS to conduct a variety of marketing analyses using actual customer databases. The second half of the course focuses on building models to predict customer response, such as predicting whether a customer will respond to a particular marketing offer (e.g., direct mailing). We will also discuss how to use Tableau to visualize your data.
Corequisite(s): MBA-612

MBA-621 DATA VISUALIZATION (3 Credits)
This course provides an introduction to the field of data visualization. Students learn basic visualization design principles to produce meaningful displays of quantitative and qualitative data in order to enhance the managerial decision making process. Students will learn various techniques for visualizing sequential, text-based, geospatial, hierarchical data and large data sets. Foci covered include data selection, data cleaning, data analysis, data presentation methods. Students will apply analysis and data visualization design principles to the design of interactive business dashboards and reports. Students will present their work in multiple formats to a range of audiences. Students will be introduced to various visualization software tools.
MBA-622 FEDERAL TAXATION (3 Credits)
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 dispossession of property; and basic tax concepts related to partnerships and corporations.
Corequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-623 ADVANCED COST ACCOUNTING (3 Credits)
A specialized course in comprising in depth analysis of process costing, job order costing, standard costing, direct costing, and activity based costing. Other topics include cost volume profit and analysis, relevant costs and revenues, joint and by products, and budgetary controls and variances.
Corequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-624 PRODUCTION MANAGEMENT (3 Credits)
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(s): Take MBA-515F
Restrictions: RG.UG.GR

MBA-625 PROJECT MANAGEMENT (3 Credits)
This course introduces best practices in project management, the study of concepts, and tools of project management. Topics will include project scope, project time, project cost, procurement management, project quality, project risk, project resources, project communications, human resource considerations, and how to be an effective project manager. Project management software will be used to analyze the project data, create work breakdown structures, Gantt charts, network diagrams, and baseline models as well as to perform earned value analysis. Students will apply project management methods, models and business knowledge to a business analytics project scenario.

MBA-626 INVESTMENTS (3 Credits)
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.
Corequisite(s): Take MBA-516F and MBA-517F
Restrictions: RG.UG.GR

MBA-627 DERIV.SECUR/FIN.ENGINEERING (3 Credits)
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.
Corequisite(s): Take MBA-515F, MBA-516F and MBA-517F
Restrictions: RG.UG.GR

MBA-628 MANAGERIAL ECONOMICS (3 Credits)
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 models may also be discussed.
Corequisite(s): Take MBA-515F and MBA-517F
Restrictions: RG.UG.GR

MBA-629 AUDITING:APPL & CASES (3 Credits)
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.
Restrictions: RG.UG.GR

MBA-630 STUDENTS IN MONEY MANAGEMENT (3 Credits)
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.
Corequisite(s): Take MBA-517F
Restrictions: RG.UG.GR

MBA-632 HUMAN RESOURCE MGMT. (3 Credits)
This course involves decisions made within an organization that directly affect or influence the people (human resources) employed by the organization. An overview of the following topics includes: recruitment & hiring; orientation & training; benefits administration; wage and salary administration; labor relations/conflict resolution; job evaluation/job descriptions; performance appraisal; safety & health; and compliance with government laws and regulations.
Restrictions: RG.UG.GR

MBA-633 FEDERAL TAX POLICY (3 Credits)
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(s): Take ACCT-404
Restrictions: RG.UG.GR
MBA-634 FINANCIAL MODELING (3 Credits)
While understanding accounting, financial and economic theory is vital to any professional in those fields, it is no longer a sufficient condition for success. All new graduates looking to start a career in finance or accounting must be proficient in Excel. This course is specifically targeted at helping aspiring professionals acquire those skills. Topics covered will include an introduction to a wide variety of built-in functions in Excel, a broad selection of common problems in finance that must be modeled in Excel, as well as an introduction to more complicated topics such as array functions and subroutines and user defined functions in VBA.
Corequisite(s): MBA-516F AND MBA-517F

MBA-635 ACCT:THEORY & RESEARCH (3 Credits)
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 under pinnings 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.
Restrictions: RG.UG.GR

MBA-636 MARKETING RESEARCH (3 Credits)
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.
Corequisite(s): Take MBA-612 and MBA-515F
Restrictions: RG.UG.GR

MBA-637 PROSPECTIVE FINANCIAL STATEMENTS (3 Credits)
"Prospective Financial Statements: Nuances of preparation and presentation" revolve around the public accountants, CFOs and potential users of perspective on Prospective (future orientated) financial statements from preparation through presentation. We will go through reporting requirements associated with Prospective Financial Reporting (budgets, forecasts, projections per the AICPA guide on Prospective Financial statements). We will review preparation of such prospective financial statements including some financial modeling using excel, presentation, and theory of prospective financial statements.
Corequisite(s): Take MBA-601

MBA-638 CONSUMER BEHAVIOR (3 Credits)
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 implication for marketing strategy are discussed.
Corequisite(s): Take MBA 612
Restrictions: RG.UG.GR

MBA-639 BEHAVIORAL FINANCE (3 Credits)
Behavioral Finance will examine the interrelationships between classical financial economics and psychology. For much of the past half century, financial economists have largely assumed that people behaved rationally. More recently insights from psychology have drawn many of our previous assumptions into question. The Behavioral Finance class will examine the various biases that have been identified that impact financial decision making. The course will focus on identifying conditions when these biases may be more likely to occur (for instance when other market imperfections are present) so that as investors (or those marketing to investors) the students will be better able to set aside their bias and make sound, rational, investment decisions. The course will emphasize the Investments and Personal Finance side of the financial spectrum but will also cover the same areas of corporate finance whereby managers and employees behave in ways that puzzle the classical financial economist.
Corequisite(s): Take MBA-517F OR MBA-604
Restrictions: RG.UG.GR

MBA-640 E-COMMERCE (3 Credits)
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, distributing of goods and services through the Internet, World-Wide-Web, and other digital media. The course emphasizes e-basics and e-business models. E-marketing concepts that outline ways to build and measure customer traffic, permission based marketing strategies, and online distribution and logistics will be covered. Influences on e-commerce such as government regulation and trends in mobile computing will be discussed. The information technologies and web tools associated with the delivery of Internet sites (i.e. building web pages, database development, intelligent agents, encryption, etc.) will be theoretically mentioned. Course objectives focus on discussion, asynchronous online learning, and students’ projects.

MBA-641 INTERNATIONAL ACCOUNTING (3 Credits)
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, managerial accounting and taxation issues.
Prerequisite(s): Take MBA-616
Restrictions: RG.UG.GR

MBA-642 INTERNATIONAL FINANCE (3 Credits)
This course provides background on the international environment and focuses on managerial aspects from a corporate perspective. It introduces students to international markets and describes the relationship between exchange rates and economic variables. It then focuses on the measurement and management of foreign exchange rate risk, concentrates on the corporate management of short term and long term assets and liabilities and finally describes international financial management from a banker’s perspective. Cases are used to supplement problems.
Prerequisite(s): Take MBA-604
Restrictions: RG.UG.GR
MBA-643 INTERNAT'L LEGAL ENVIRON (3 Credits)
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, government control of exports and imports, methods of payment and protection of intellectual property.
Restrictions: RG.UG.GR

MBA-644 INTERNATIONAL MARKETING (3 Credits)
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(s): Take MBA-612
Restrictions: RG.UG.GR

MBA-645 INTERNATIONAL MANAGEMENT (3 Credits)
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(s): Take MBA-613
Restrictions: RG.UG.GR

MBA-646 INTERNATIONAL BUSINESS: CHINA (3 Credits)
This course introduces the student to China, its culture, history and prospects for the future, all with a business focus. The course entails travel to Shanghai, Xi‘an, and Beijing. Briefings are conducted by senior management at several US businesses in China.
Restrictions: RG.UG.GR

MBA-647 ORGANIZATIONAL LEADERSHIP (3 Credits)
The primary focus on 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. Students will develop practical applications necessary to sharpen managerial abilities within organizational settings through a variety of learning techniques such as class discussion, class exercises, self-assessments, case studies, and other experiential exercises.

MBA-648 NEGOTIATIONS/CONFLICT MANAGEMENT (3 Credits)
This course is designed utilizing a variety of approaches included lecture, guest lectures, simulations, role playing and experiential exercises. The instructor’s role is one of facilitating many of these approaches. The requirements in Negotiations/Conflict Management for all students and the outline of objectives to be accomplished are: To understand the dynamics of interpersonal and inter-group conflict; to provide an overview of the negotiation process; to understand the economic structure of negotiation, and some exposure to game-theoretic models; to learn the basics of competitive, distributive, win-lose negotiation; to learn the basics of collaborative, integrative, intra-group and inter-group negotiation; to understand the differences between interpersonal, intra-group, and inter-group negotiation; to understand the use of power and negotiating in unequal power relations; to understand the approaches for resolving unproductive negotiations, including the use of third parties.
Restrictions: RG.UG.GR

MBA-649 BUSINESS POLICY (3 Credits)
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.
Corequisite(s): Take MBA-610, MBA-612, MBA-613 and MBA-616
Restrictions: RG.UG.GR

MBA-650 BUSINESS ETHICS (3 Credits)
This will be a concentrated course dealing with business ethics. 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 SYSTEM ANALYSIS & DESIGN (3 Credits)
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 (3 Credits)
MBA students will no doubt benefit from increased exposure to the following accounting and financial reporting areas not specifically covered in detail in other MBA courses: Accounting for earnings per share; income taxes; leases; pensions; and other miscellaneous supporting topics.
Corequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-653 SPORTS MARKETING (3 Credits)
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. Moreover, the course will familiarize students with foundational terminology used in sports marketing; introduce research tools and methods used by sports marketers; study examples of successful and unsuccessful applications of sports marketing; demonstrate the power of marketing to develop, control, promote, and deliver sports as an exchange product.
Prerequisite(s): Take MBA-612

MBA-654 FINANCIAL STATEMENT PRESENTATION (3 Credits)
The primary subject matter will be studying the transactional awareness and financial statement presentation of the impact of intermediate accounting concepts on the major components of the financial statements such as assets, liabilities, equity, income, and expenses. In addition, we will study the impact this environment has on management’s decision-making process. These concepts will be studied at a deeper level than in Introductory Financial Accounting. Recent additions to the professional accounting literature and the conceptual underpinnings of corporate financial reporting will be emphasized as well.
Prerequisite(s): Take MBA-516F or MBA-601
MBA-661 FINANCIAL STATEMENT ANALYSIS (3 Credits)
Students will learn how to interpret financial statements, and to incorporate information from supplemental sources to develop insights into a company's business and associated finances. Understanding the effects of alternative accounting treatments on financial statements are emphasized. Students learn how to use this information to knowledgeably forecast future financial performance and condition.
Prerequisite(s): Take MBA-616

MBA-696 SP TOPICS IN FINANCE & ACCT. (3 Credits)
These courses will focus on special topics in accounting or finance of interest to faculty and students.
Restrictions: RG.UG.GR

MBA-696A AUDITING FOR MANAGERS (3 Credits)

MBA-696AC BUSINESS PACIOLI PERSPECTIVE (3 Credits)

MBA-696AT ALGORITHMIC TRADING (3 Credits)

MBA-696B SP TOPMANAGERIAL ACCT (3 Credits)
Prerequisite(s): Take MBA-601 MBA-623

MBA-696BA SP TOPBUS ANALYTICS FOR ACCT (3 Credits)
Restrictions: RG.UG.GR

MBA-696BT SP TOPFEDERAL BUSINESS TAXATION (3 Credits)

MBA-696C ADV FINANCIAL REPORTING (3 Credits)
Prerequisite(s): Take MBA-516F
Restrictions: RG.UG.GR

MBA-696D SP TOPRESEARCH METHODS IN ECON. AND FINANCE (3 Credits)
Prerequisite(s): Take MBA-604

MBA-696EC SP TOPICS:CURRENT ECON PROBLEMS (3 Credits)
Corequisite(s): MBA-603

MBA-696F SP TOPFINANCIAL STATEMENT ANALYSIS (3 Credits)
Prerequisite(s): Take MBA-516F or MBA-601

MBA-696G SP TOPFINANCIAL STATEMENT PRESENTATION (3 Credits)
Prerequisite(s): Take MBA-516F or MBA-601

MBA-696H REAL ESTATE FINANCE (3 Credits)
Corequisite(s): TAKE MBA-604

MBA-696I SP TOPINTERMED.ACCTING (3 Credits)
Prerequisite(s): Take MBA-601
Restrictions: RG.UG.GR

MBA-696J SP TOPADVANCED TAXES (3 Credits)
Prerequisite(s): Take MBA-622
Restrictions: RG.UG.GR

MBA-696NP SP TOPIC: GOVT/NONPROFIT ACCOUNTING (3 Credits)

MBA-696W FRAUD EXAMINATION (3 Credits)
Restrictions: RG.UG.GR

MBA-696Y ECONOMICS & FINANCE OF SPORTS (3 Credits)
This course is designed for two purposes: to use sports to deepen our understanding of economics and financial markets and to use economics and financial markets to deepen our understanding of sports. There is a vast array of topics that we will cover including attendance modeling, salary structure, salary caps, financing of stadiums, tournament structure, competitive balance, doping in sports, gambling markets, etc. Key economic principles covered include supply and demand, industrial organization, price theory, labor markets, salary determination and discrimination, tournament theory, Coase Theorem, and game theory. Financial principles covered include financing of sports teams in different leagues, public vs private financing of stadiums, efficient markets hypothesis, and behavioral finance. We will cover historical topics and address current events. Students will participate in class discussion, read economic papers on sports, and give short presentations on the articles they read.
Prerequisite(s): Take MBA 603 and MBA 608
Restrictions: RG.UG.GR

MBA-696ZA Sp Top: Managing in Financial Institutio (3 Credits)

MBA-696ZC SP TOP INTRO TO PROSPECTIVE STATEMENTS: NUANCES OF FORECASTS & PROJECTIONS (3 Credits)
Restrictions: RG.UG.GR

MBA-696ZD SP TOP GAME THEORY FOR STRATEGIC MANAG

MBA-697 IN.STD:FINANCE/ACCOUNTING (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.
Restrictions: RG.UG.GR

MBA-697A IND ST: HISTOY OF ECON THOUGHT (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-697B IN ST:CALC & ECO OPTIMIZATION (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-697BC IND STUDY: BITCOIN & BLOCKCHAIN APPLICA (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-697D IN STD: ACCOUNTING ANALYTICS (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.

MBA-698 SP TOP MGMT/MKT (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.
Restrictions: RG.UG.GR

MBA-698A SP TOP ADVERTISING/PROMOTION (3 Credits)
Prerequisite(s): Take MBA-613

MBA-698AA SOCIAL ROLES IN ORGANIZATIONS (3 Credits)
Restrictions: RG.UG.GR

MBA-698AC SP TOP DIGITAL & SOCIAL MEDIA MARKETING (3 Credits)

MBA-698AN SP TOP APPLIED ANALYTICAL STRATEGIES (3 Credits)

MBA-698BA SP TOP BUSINESS ANALYSIS (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.

MBA-698CO HR: ORGANIZATIONAL COMPENSATION (3 Credits)

MBA-698F ISSUES IN OPERATION MGMT (3 Credits)
Restrictions: RG.UG.GR
MBA-698H SP TOP: ORGANIZATIONAL DEVELOPMENT (3 Credits)
Prerequisite(s): Take MBA-613
Restrictions: RG.UG.GR

MBA-698LA SP TOP: LEADERSHIP APPLICATIONS (3 Credits)

MBA-698LR SP TOP: LABOR RELATIONS (3 Credits)

MBA-698MA SP TOP: FAMILY ENTERPRISE (3 Credits)

MBA-698MI SP TOP: MANAGING INNOVATION (3 Credits)
Corequisite(s): MBA-612

MBA-698MR SP TOP: ADV MARKETING RESEARCH (3 Credits)
Prerequisite(s): Take MBA-612
Restrictions: RG.UG.GR

MBA-698MY SP TOP: MARKETING ANALYTICS (3 Credits)

MBA-698N IND. STDY: MARKETING PRACTICUM (3 Credits)
Prerequisite(s): Take MBA-613
Restrictions: RG.UG.GR

MBA-698NM SP TOP: NONPROFIT MANAGEMENT (3 Credits)

MBA-698NP SP TOP: NONPROFIT MGMT: FUND RAISING (3 Credits)
Corequisite(s): MBA-601 OR MBA-516F
Restrictions: RG.UG.GR

MBA-698Q ORGANIZATIONAL LEADERSHIP (3 Credits)
Restrictions: RG.UG.GR

MBA-698Q ORGANIZATIONAL LEADERSHIP (3 Credits)
Restrictions: RG.UG.GR

MBA-698S SOCIAL RESPONSIBILITY (3 Credits)
Restrictions: RG.UG.GR

MBA-698SC SUPPLY CHAIN MANAGEMENT (3 Credits)
Corequisite(s): MBA-515F

MBA-698SL SP TOP: SPORTS LAW (3 Credits)
Corequisite(s): MBA-612

MBA-698SP SP TOP: SP TOP: SPORTS LAW (3 Credits)
Corequisite(s): MBA-612

MBA-698V ENTREPRENEURSHIP (3 Credits)
Restrictions: RG.UG.GR

MBA-698Y ORGANIZATIONAL COMMUNICATION (3 Credits)

MBA-698Z SP TOP: BUS ETHICS/CORP RESPONSIBILITY (3 Credits)
These courses will focus on special topics in management or marketing of interest to faculty and students.
Corequisite(s): MBA-612

MBA-699 IN. STDY: MANAGEMENT & MARKETING (3 Credits)
Limited opportunities may be available for special study and research projects under the direct supervision of a faculty member.
Restrictions: RG.UG.GR

Program Format
The School of Business offers the MBA Program in both face-to-face and online formats. 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.

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.

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.

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<tr>
<th>Code</th>
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<tr>
<td>MBA-515F</td>
<td>Quantitative Found. for Mgmt</td>
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<tr>
<td>MBA-516F</td>
<td>Acctg &amp; Finance Foundations</td>
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<tr>
<td>MBA-517F</td>
<td>Economic Foundations</td>
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<td>MBA-612</td>
<td>MARKETING MANAGEMENT</td>
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<td>MBA-613</td>
<td>ORGANIZATIONAL BEHAVIOR</td>
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<td>MBA-616</td>
<td>ACCOUNTING PRACTICE &amp; ANALYSIS</td>
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Graduate Electives 18

Business Administration, MBA

Director: Mary Coombs, M.S.
Phone: (716) 375-2145
Fax: (716) 375-2191
Email: mba@sbu.edu
Website: www.sbu.edu/mba (http://www.sbu.edu/mba/)
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.

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 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-611 through MBA-699 (excluding core courses and MBA-649), additional courses may be available as Special Topics courses (MBA-696 and MBA-698).

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

Online MBA students may opt to pursue a particular concentration in either accounting, business analytics, marketing or finance by selecting appropriate elective coursework.

Accounting Concentration

This concentration does not prepare the student for C.P.A. licensure.

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<td>MBA-615</td>
<td>CONTEMPORARY ACCOUNTING THEORY</td>
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<td>MBA-622</td>
<td>FEDERAL TAXATION</td>
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<td>MBA-623</td>
<td>ADVANCED COST ACCOUNTING</td>
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<td>MBA-641</td>
<td>INTERNATIONAL ACCOUNTING</td>
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<td>MBA-652</td>
<td>INTERMEDIATE FINANCIAL REPORTING</td>
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<td>MBA-696</td>
<td>SPECIAL TOPICS IN FINANCE &amp; ACCT.</td>
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Select one of the following:  
MBA-611  LEGAL ENVIRONMENT OF BUSINESS  
MBA-650  BUSINESS ETHICS  
Two non-foundational MBA courses  
Total Credits  18

Marketing Concentration

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>MBA-620</td>
<td>MARKETING ANALYSIS FOR DATA DECISION MAKING</td>
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<td>MBA-626</td>
<td>INVESTMENTS</td>
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<td>MBA-627</td>
<td>DERIVATIVES/SECURITY ENGINEERING</td>
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<td>MBA-628</td>
<td>MANAGERIAL ECONOMICS</td>
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<td>MBA-630</td>
<td>STUDENT IN MONEY MANAGEMENT</td>
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<tr>
<td>MBA-634</td>
<td>FINANCIAL MODELING</td>
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<td>MBA-635</td>
<td>BEHAVIORAL FINANCE</td>
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<tr>
<td>MBA-696</td>
<td>SPECIAL TOPICS IN FINANCE &amp; ACCT.</td>
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Select one of the following:  
MBA-611  LEGAL ENVIRONMENT OF BUSINESS  
MBA-650  BUSINESS ETHICS  
Two non-foundational MBA courses  
Total Credits  18

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 the following:

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
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<td>MBA-635</td>
<td>ACCOUNTING THEORY &amp; RESEARCH</td>
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<td>MBA-633</td>
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<td>MBA-697</td>
<td>INSTITUTIONAL FINANCE/ACCOUNTING</td>
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MBA-650  BUSINESS ETHICS  
Two non-foundational MBA courses  
Total Credits  18
<table>
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<tr>
<th>Remaining electives selected by the student</th>
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<td>Total Credits</td>
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</table>
SCHOOL OF EDUCATION

Dean: Lisa Buenaventura, Ed.D.
Phone: (716) 375-2394
School of Education Phone: (716) 375-2313
Fax: (716) 375-2360
Email: lbuenave@sbu.edu
Website: http://www.sbu.edu/education

Graduate Faculty

P. Brawdy, Ed.D.
A. Brown, Ph.D.
A. Fisher, Ed.D.
R. Hauser, Ph.D.
A. Holden, Ph.D.
C. Hunt, Ph.D.
D. Lawrence-Brown, Ph.D.
A. Luedke, Ph.D.
L. Pierce, Ph.D.
R. Scherer, Ph.D.
C. Siuta, Ph.D.
D. Stump, Ed.D.
T. Schrems, Ph.D.
G. Swarts, Ph.D.
M. Tanner, A.B.D.

Office of Educator Preparation, Placement, and Certification

Jerry Mottern, Director of Educator Preparation, Placement, and Certification
Laura Walker, Administrative Coordinator
Philip Eberl, Certification Officer

The EPPC office compiles and tracks documentation for candidate progress through program gates, provides information on licensure exams, clearances, and professional liability, and arranges for school and agency placements. Teacher Education candidates may not approach partner schools directly, but must work through the Office of EPPC to arrange placements. Counselor Education and Educational Leadership candidates who are already employed in a school district or agency and plan on completing field work in their place of work, must furnish the Office of EPPC with the name and contact information of site and proposed site supervisor. A signed Memorandum of Understanding (MOU) between the University and the school district or agency must be in place before any candidate begins a placement.

The EPPC office recommends candidates who complete registered programs at St. Bonaventure for certification or licensure in New York State.

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 School of Education graduate degree programs, students complete some common graduate courses to support and enhance graduate-level study in education professions. CE-500/EDUC-500 provides all Education graduate 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. CE 511/EDUC 510 explores human growth and development at an advanced level. READ 560 enhances students’ knowledge about literacy for students in middle and high school. EDUC 615 teaches students about using data for school improvement.

All school-practitioner graduate degrees require an extensive practicum and/or internship 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 in Educational Leadership complete coursework in a weekend format at the Buffalo Center on the Hilbert College campus in Hamburg. Counseling Education, Educational Leadership, Inclusive Special Education, and Literacy programs are offered in a hybrid format of online and in-person instruction. Counseling Education also offers its School Counseling and Clinical Mental Health Counseling as fully online programs with summer residency sessions on the Main Campus. All online and hybrid programs have similar admission and academic requirements and are taught by St. Bonaventure faculty.

All school practitioner graduate degrees and certification programs require field experiences and/or practicum and internship 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. Applications for the Literacy or Adolescent Education programs should be received by April for summer-only 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. All applicants for graduate study in any Education program is expected to have a GPA of 3.00 or better in previous college coursework. Candidates for the Literacy and Inclusive Special Education program must show proof of teacher certification when they are admitted, but may be admitted provisionally, with the understanding that they obtain teacher certification no later than the end of the first semester of the program.
Adolescence Education (Grades 7-12), MSED

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, 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 Educator Preparation Placement and Certification. Candidates must complete all program coursework, including the state-required workshops. Candidates also need to pass the Educating All Students test and successfully complete and submit the edTPA for New York State teacher certification. Certification requirements may vary by state.

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 (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

Required Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
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<td>READ-525</td>
<td>LITERACY SECONDARY SCHOOL</td>
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<tr>
<td>READ-560</td>
<td>LITERACY IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-500</td>
<td>RESEARCH METHODS IN THE EDUCATION PROFESSION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC-505</td>
<td>TECHNOLOGY FOR EDUCATORS &amp; COUNSELORS</td>
<td>3</td>
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</tbody>
</table>
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

MSED in Adolescence Education (Initial Certification)

Prerequisites: Content Specialty Test, 30 credits in concentration area, 6 credits in each of general education areas

Gate 1: Summer I

EDUC 510: Advanced Human Growth and Development (3 credits)

EDUC 533: History and Foundations of Curriculum (3 credits)

EDUC 523: Designing and Delivering Instruction (3 credits)

EDUC 526: Managing Instruction and Behavior (3 credits)

Gate 2: Fall and Mid-Winter

EDUC 524: Methods and Models for Managing Instruction (3 credits)

EDUC 524 A-E: Content-Area Methods (1 credit)

EDUC 599A: Safe Schools Workshop (0 credits)

EDUC 599B: Child Abuse Prevention Workshop (0 credits)

EDUC 599D: Cultural Diversity Workshop (0 credits)

EDUC 599J: DASA Anti-Bullying Workshop (0 credits)

EDUC 505: Technology for Educators and Counselors (3 credits)

Gate 3: Spring

EDUC 588: Student Teaching (grades 7-12) (3 credits)

EDUC 528: Legal and Ethical Issues for Educators (3 credits)

READ 560: Literacy in the Content Areas (3 credits)

EDUC 599K: Diversity Field Experience (0 credits)

Gate 4: Summer II

EDUC 500: Research for Education Professions (3 credits)

SPED 510: Differentiated Instructional Strategies (3 credits)

Exit Criteria: Cumulative GPA of 3.0, completion of student teaching, completion of e-Folio and comprehensive examination

Counseling

Program Director: Visiting Professor Latoya Pierce, Ph.D.
Phone: (716) 375-2114
Fax: (716) 375-2360
Email: lpierce@sbu.edu
Website: http://www.sbu.edu/academics/schools/education/graduate-degrees-certificates/ (http://www.sbu.edu/academics/schools/education/graduate-degrees-certificates/)

- Clinical Mental Health Counseling, MS (p. 89)
- Clinical Mental Health Counseling, MSED (p. 89)
- School Counseling, Advanced Certificate of Specialization (p. 90)
- School Counseling, MSED (p. 90)
Counseling Education (CE)

CE-500 RESEARCH METHODS IN THE EDUCATION PROFESSION (3 Credits)
This course provides an introduction to the many methodologies commonly used in the education professions of teaching, counseling, and leadership. Participants will recognize the characteristics of well-designed qualitative and quantitative research and what methodologies may be used to best address given research questions. Design of an original research project and critical analysis of both qualitative and quantitative research are components of the course.
Restrictions: RG.UG.GR

CE-505 TECHNOLOGY FOR EDUCATORS AND COUNSELORS (3 Credits)
This course will develop understanding, perspective, competence and leadership in the use of technology in education and counseling. 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 technology applied in his/her profession.
Restrictions: RG.UG.GR

CE-510 INTR TO THE PROFESSION OF COUNSELING (3 Credits)
To acquaint the student with the field of Counseling Psychology. This is the introductory graduate course in counseling which provides a general overview and survey of the profession. Roles and responsibilities of counselors across a variety of settings will be examined.
Restrictions: RG.UG.GR

CE-511 ADVANCED HUMAN GROWTH & DEVELOPMENT (3 Credits)
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.
Restrictions: RG.UG.GR

CE-530 THEORIES AND TECHNIQUES OF COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-540 ABNORMAL PSYCHOLOGY (3 Credits)
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 the 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.
Restrictions: RG.UG.GR

CE-550 GROUP COUNSELING (3 Credits)
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, Psycho-educational, Counseling, and Psychotherapy.
Restrictions: RG.UG.GR

CE-550A GROUP COUNSELING SUPERVISION (0 Credits)

CE-560 PSYCH TESTING & ASSESSMENT (3 Credits)
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.
Restrictions: RG.UG.GR

CE-570 CAREER COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-610 PRACTICUM IN COUNSELING (3 Credits)
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-610A PRACTICUM CE SUPERVISION (0 Credits)

CE-620A INTERNSHIP I: SCHOOL COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-620B INTERNSHIP II: SCHOOL COUNSELING (3 Credits)
To provide school counseling interns with an opportunity to build upon the learning experience of CE 620A. Whereas 620A focused on the indoctrination of 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 ADV INTERNSHIPS: SCHOOL COUNSELING (3 Credits)
This course is designed to provide practicing school counselor 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.
Restrictions: RG.UG.GR

CE-625A INTERNSHIP I: CLIN MENTAL HEALTH COUNSEL (3 Credits)
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.
Restrictions: RG.UG.GR
CE-625B INTERNSHIP II: CMHC (3 Credits)
Designed to provide agency counseling interns with an opportunity to build upon the learning experiences of CE 625A.

CE-626 ADV INTERN: COMM. MENTAL HEALTH COUNSEL. (3 Credits)
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 MGMT OF SCHOOL COUNSELING PROGRAMS (3 Credits)
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.
Restrictions: RG.UG.GR

CE-631 SEM: SCHOOL COUNSELING (3 Credits)
This course is designed to provide school counselors with a forum to explore and discuss the literature, practice, and current issues associate with school counseling. Sample topics for discussion include ethics, certification, special client populations (e.g. children with disabilities, children who are grieving); legislation professional organizations, current issues (e.g. supervision, peer mediation and conflict resolution, motivation, state standards, and evaluation of school counseling services. This course is required for school counselors seeking permanent certification.

CE-634 INTROT FOR SCHOOL & CMH COUNSELING (3 Credits)
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 SEM IN CLINICAL MENTAL HEALTH COUNS. (3 Credits)
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 MGMT CLINICAL MENTAL HEALTH COUNS PROGS (3 Credits)
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.
Restrictions: RG.UG.GR

CE-638 MULTICULT COUNSELING (3 Credits)
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 (3 Credits)
Course 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.
Corequisite(s): CE-510 CE-530 CE-550
Restrictions: RG.UG.GR

CE-641 PSYCHOPHARMACOLOGY AND ADDICTIONS (3 Credits)
This course is designed to be an introduction to the field of psychopharmacology and how it applies to addictions. Course participants 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.
Restrictions: RG.UG.GR

CE-642 INTRODUCTION TO CRISIS COUNSELING (3 Credits)
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.
Restrictions: RG.UG.GR

CE-643 Counseling for Trauma-Causing Events (3 Credits)
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-644 Medical, Psychosocial & Vocational Aspec (3 Credits)
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 Rehab Counseling Programs (3 Credits)
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 and Vocational Rehab (3 Credits)
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: Rehab Counseling (3 Credits)
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: Rehab Counseling (3 Credits)
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 FAMILY & COUPLES COUNSELING (3 Credits)
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.

Restrictions: RG.UG.GR

CE-650 SCH/COUNS & SP/EDUCATION (3 Credits)
Restrictions: RG.UG.GR

CE-651 ASSESS/COUNS W/CHILDREN (3 Credits)

CE-652 BRIEF THERAPY (3 Credits)
Restrictions: RG.UG.GR

CE-653 CHILD ADVOCACY STUDIES I: PERSPECTIVES ON CHILD MALTREATMENT & CHILD ADVOCACY (3 Credits)
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.

Restrictions: RG.UG.GR

CE-654 CHILD ADVOCACY STUDIES II: PROFESSIONAL & SYSTEM RESPONSES TO CHILD MALTREATMENT (3 Credits)
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.

Corequisite(s): CE-653

CE-655 CHILD ADVOCACY STUDIES III: RESPONDING TO THE SURVIVOR OF CHILD ABUSE & SURVIVOR RESPONSES (3 Credits)
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 experiential lab for this course involves court room observation and interaction with children.

Corequisite(s): CE-653 CE-654

CE-660 SPTOPICS IN COUNS.PSYC (3 Credits)
To provide students with intensive study on a particular topic in the field of Counseling.

CE-660D ASSESS/COUNS W/CHILDREN (3 Credits)

CE-660E BRIEF THERAPY (3 Credits)

CE-661 GRIEF COUNSELING COPING WITH LOSS & UNDERSTANDING THE GRIEF PROCESS (3 Credits)
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.

Restrictions: RG.UG.GR

CE-662 RESIDENCY 1: PROFESSIONAL PRACTICE OF COUNSELING (3 Credits)
This residency course will provide beginning opportunities for students to explore special topics regarding their tracks of study of mental health and school counseling. It will also allow students to lead experiential activities within the areas of individual and group counseling skill development. Additionally, students will be given opportunities to consult with faculty to receive direction, feedback, and supervision. There will be modules, lessons, and assignments before and after this four-day, in-person residency.

CE-663 RESIDENCY 2: ADVANCED PROFESSIONAL PRACTICE OF COUNSELING (3 Credits)
This residency course will provide advanced opportunities to build upon special topics regarding their tracks of study of mental health and school counseling. It will continue to allow students to lead experiential activities within the areas of individual and group counseling, through role play and simulation. Students will be given further opportunities to consult with faculty to receive direction, feedback, and supervision. There will be modules, lessons, and assignments before and after this four-day, in-person residency.

CE-698 INDEPENDENT STUDY (3 Credits)
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 (1-6 Credits)
The thesis involves substantial research work on a topic identified by the student and approved by the thesis adviser.
Clinical Mental Health Counseling, MS

Program Director: Latoya Pierce, Ph.D.

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.

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<tr>
<td>CE-500</td>
<td>RESEARCH METHODS IN THE EDUCATION PROFESSION</td>
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<td>CE-510</td>
<td>INTR TO THE PROFESSION OF COUNSELING</td>
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<td>CE-511</td>
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<td>INTERNSHIP I: CLIN MENTAL HEALTH COUNSEL</td>
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<td>INTERNSHIP II: CMHC</td>
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<td>CE-640</td>
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<td>INTRODUCTION TO CRISIS COUNSELING</td>
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<td>CE-649</td>
<td>FAMILY &amp; COUPLES COUNSELING</td>
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<td>CE-661</td>
<td>GRIEF COUNSELING COPING WITH LOSS &amp; UNDERSTANDING THE GRIEF PROCESS</td>
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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

Clinical Mental Health Counseling, MSED

Program Director: Latoya Pierce, Ph.D.

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: http://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
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

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

School Counseling, MSED

Program Director: Latoya Pierce, Ph.D.

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

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

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<td>CE-COMP</td>
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<td>EDUC-599A</td>
<td>SAFE SCHOOLS WKSP</td>
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<td>EDUC-599B</td>
<td>CHILD ABUSE PREV</td>
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<td>EDUC-599J</td>
<td>Harassment, Bullying, Cyberbullying &amp; Di</td>
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Total Credits: 60

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: https://www.oasas.ny.gov/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

Differentiated Instruction

Director: René Hauser, Ph.D.
Phone: (716) 375-4078
Fax: (716) 375-2360
Email: rhauser@sbu.edu
Website: https://www.sbu.edu/academics/msed-in-differentiated-instruction-gifted


• Differentiated Instruction - Special Education, MSED (p. 92)
• Differentiated Instruction, MSED (p. 94)
• Differentiated Instruction, Post-Master's Advanced Certificate (p. 95)
• Teaching Students With Exceptionalities, Advanced Certificate (p. 95)

Differentiated Instruction (DIFF)

DIFF-503 ASSESSMENT - STUDENT W EXCEPTIONALITIES (3 Credits)
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 assessments, 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.

Restrictions: RG.UG.GR

DIFF-504 COMM/COLL SKILL STND-BASE INCLUSIV EDUC (3 Credits)
This course centers on the development of effective communication and collaboration skills for building and maintaining inclusive support systems for student 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.

Restrictions: RG.UG.GR
DIFF-506 LANG/LIT/COMM STUDENT W EXCEPTIONALIT (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-510 DIFFERENTIATED INSTR STRAT. (3 Credits)
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 design instruction to address the needs of students with variety of learning needs and characteristics and includes a 15-hour of experience working with students with disabilities.

Restrictions: RG.UG.GR

DIFF-511 FOUND/INCLUSIVE EDUCATION (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-512 ADV BEHAVIORAL STRATEGIES (3 Credits)
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 (3 Credits)
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.

Restrictions: RG.UG.GR

DIFF-590B EXTENDED PRACTICUM FOR GRADUATE EDUCATION - STUDENTS WITH DISABILITIES BIRTH-GRADE 2 (3 Credits)
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, and develop and administer appropriate assessment strategies, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

Restrictions: RG.UG.GR

DIFF-590C EXTENDED PRACTICUM FOR GRADUATE EDUCATION - STUDENTS WITH DISABILITIES GRADES 1-6 (3 Credits)
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, and develop and administer appropriate assessment strategies, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

Restrictions: RG.UG.GR

DIFF-590G EXTENDED PRACTICUM FOR GRADUATE EDUCATION - STUDENTS WITH DISABILITIES GRADES 7-12 (3 Credits)
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, and develop and administer appropriate assessment strategies, implement curriculum, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional educator.

Restrictions: RG.UG.GR

DIFF-598 PRACTICUM IN GIFTED EDUCATION (2 Credits)
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 instructor to plan this experience. Submission of an electronic portfolio showing professional growth and accomplishments is also required.

Corequisite(s): DIFF-600

DIFF-600 CAPSTONE RESEARCH FOR DIFFERENTIATED INSTRUCTION (2 Credits)
This course requires participants to develop an original research project to address a question related to education. Participants support their research with a review of relevant literature and present their research through submission of a written paper and a public presentation.

Corequisite(s): DIFF-598

Differentiated Instruction – Special Education, MSED

Program Director: René Hauser, Ph.D.
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)
   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 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

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<td>USING DATA FOR SCHOOL IMPROVEMENT</td>
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**Total Credits**: 34

### 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 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...
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).

### Degree Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC-500</td>
<td>RESEARCH METHODS IN THE EDUCATION PROFESSION</td>
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<td>EDUC-615</td>
<td>USING DATA FOR SCHOOL IMPROVEMENT</td>
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<td>DIFF-503</td>
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<td>DIFF-504</td>
<td>COMM/COLL SKILL STND-BASE INCLUSIV EDUC</td>
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<td>DIFF-506</td>
<td>LANG/LIT/COMM STUDENT W EXCEPTIONALIT</td>
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<td>DIFF-515</td>
<td>ASSISTIVE TECHNOLOGY</td>
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<td>DIFF-598</td>
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### Field-Experience Requirements

St. Bonaventure's teacher preparation programs are extensively field-based, and students should expect field-based projects on a routine basis.
The candidate for this program: The admission committee reviews the following in considering admission requirements:

- Candidate holds a teaching certificate and a Master’s degree
- Transcripts from all colleges previously attended
- References
  - Ability to do graduate work
  - Success as a teacher
- Interview
- Writing Sample

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
   - Ability to do graduate work
   - Success as a teacher
4. Interview
5. Writing Sample

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
5. Test scores: GRE, MAT or another substantially equivalent test
6. Additional information, if requested by program director

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 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 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.

Course Requirements:

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<tr>
<td>EDUC-599K</td>
<td>EXPERIENCE IN DIVERSE ENVIRONMENTS</td>
<td>0</td>
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</tbody>
</table>

Total Credits: 16

Teaching Students with Exceptionalities, Advanced Certificate:

Program Director: René Hauser, Ph.D.

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.

Course Requirements:

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<td>EDUC-599K</td>
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</tr>
</tbody>
</table>

Total Credits: 16

Additional Information, if requested by program director

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 capstone project

Teaching Students with Exceptionalities, Advanced Certificate:

Program Director: René Hauser, Ph.D.

This program is designed for general education teachers who wish to learn more about differentiated instruction for inclusive classrooms.
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

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<td>DIFF-512</td>
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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 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.

Inclusive Special Education
The master’s degree in inclusive special education is designed to help teachers to meet the ever-changing demands of diverse classrooms and may be completed by teachers with certification in nearly any area or grade level. Teachers will learn to differentiate instruction and assessment to meet the needs of students with the full range of exceptionalities, including students with disabilities, English language learners, students who have experienced trauma and students who may be gifted.

These programs meet the master’s degree requirement for professional certification in New York state.

Learn to give individualized instruction in diverse and inclusive settings
Building on the Franciscan philosophy of social justice, we strive to create inclusive communities that value diversity as a strength. This program prepares and mentors professionals who are able to individualize instruction in inclusive and collaborative environments. Using critical pedagogy to meet the needs of diverse and marginalized populations, including students with disabilities, students for whom English is an additional language, and students experiencing trauma or living in poverty, teachers will become leaders and agents of change. This program is founded in the School of Education conceptual framework of competence, experience, and social justice. This program is aligned with the CEC standards for professional special educators and students practice these competencies in hands-on, field-based experiences.

Students integrate social justice into their practice through respect for diversity, dignity and worth and creating learning experiences that are mindful of a full range of diversity.

A program that provides you with a unique and effective skill set
Our inclusive special education program is designed to help graduates acquire:

- strategies to differentiate instruction for students with disabilities
- assessment and data literacies to meet the needs of all learners
- the ability to meet the needs of students for whom English is not a first language
- advanced collaboration methods
- the means to individualize and differentiate STEM content for all learners
- the ability to integrate meaningful instructional and assistive technologies
- the ability to design supportive environments to meet the social, emotional and behavioral needs of learners

- Early Childhood Inclusive Special Education (p. 102)
- Childhood Inclusive Special Education (p. 101)
- Secondary Inclusive Special Education (7-12) Generalist (p. 102)
- Advanced Certificate in Teaching Students with Exceptionalities

Eliminate this page and add the links directly in the overview page where these programs are mentioned.

Courses page is incorrect as well. ALL grad EDUC, READ and SPED classes are listed, but that is not accurate.

I can send the content for the Advanced Certificate
EDUC-500 RESEARCH METHODS IN THE EDUCATION PROFESSION (3 Credits)
This course provides an introduction to the many methodologies commonly used in the education professions of teaching, counseling, and leadership. Participants will recognize the characteristics of well-designed quantitative and qualitative research and what methodologies may be used to best address given research questions. Design of an original research project and critical analysis of both qualitative and quantitative research are components of the course. Restrictions: RG.UG.GR

EDUC-505 TECHNOLOGY FOR EDUCATORS & COUNSELORS (3 Credits)
This course will develop understanding, perspective, competence and leadership in the use of information technology in the education and counseling. 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 technology applied in his/her profession. Restrictions: RG.UG.GR

EDUC-510 ADVANCED HUMAN GROWTH & DEVELOPMENT (3 Credits)
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. Restrictions: RG.UG.GR

EDUC-515 LEADERSHIP (3-6 Credits)

EDUC-516 SOCIOL FOUND OF AMER EDUC (3 Credits)

EDUC-517 PHILOSOPHY OF EDUCATION (3 Credits)

EDUC-519 PROB. OF SCHOOL PRIN. (3 Credits)

EDUC-521 DESIGNING/DELIVERING INSTRUCTN (3 Credits)
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. Restrictions: RG.UG.GR

EDUC-524 METH/MODELS/MGMT OF INSTRUCTION (2 Credits)
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.

EDUC-524A SECONDARY ENGLISH METHODS (1 Credit)
This course examines the methods, skills and best practices for teachers of English. The recommended practices and activities from the National Council for Teachers of English provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in an English classroom. Additional emphasis is placed on the uses of technology, application of discipline specific curriculum standards, current issues, and professional development.

EDUC-524B SECONDARY L.O.T.E. METHODS (1 Credit)
This course examines the methods, skills and best practices for teachers of Languages Other Than English (L.O.T.E.). The recommended practices and activities from the National Council for Teachers of Foreign Languages provide the basis for this content specific course for secondary certification. Students apply knowledge of basic instructional models, strategies, resources, and management tools used to implement instruction as it applies in a L.O.T.E. classroom. Additional emphasis is placed on the uses of technology, application of L.O.T.E. curriculum standards, current issues, and professional development.

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

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

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

EDUC-524F SECONDARY LOTE METHODS (1 Credit)

EDUC-525 AUDIO VISUAL INSTR. (3 Credits)

EDUC-526 MANAGING INSTRUCT. & BEHAVIOR (3 Credits)
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-527 PROB. OF STAFF PERSONNEL (3 Credits)
EDUC-528 LEGAL ISSUES FOR TEACHERS (3 Credits)
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.
Restrictions: RG.UG.GR
EDUC-531 URBAN EDUC. (3 Credits)
EDUC-532 ADOLESCENT PSYCHOLOGY (3 Credits)
EDUC-533 HIST/PHIL FOUND OF CURR. (3 Credits)
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.
Restrictions: RG.UG.GR
EDUC-534 ELEM. CURRIC. (3 Credits)
EDUC-536 ADMINS INTERNSHIP (6 Credits)
EDUC-537 INSTITUTE IN SUPERVISION (3 Credits)
EDUC-538 SCIENCE IN THE ELEM. SCHOOL (3 Credits)
EDUC-540 EVAL.LEARNERS/LEARNING (3 Credits)
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-541 WKSHP:TEACHER MADE MATERIALS (3 Credits)
EDUC-547 MEASUREMENT & APPRAISAL COUNSELORS (3 Credits)
EDUC-551 ALCOHOL PROBLEMS (0 Credits)
EDUC-552 WOMEN SEXUALITY L C (0 Credits)
EDUC-553 LEARNING PROBLEMS (0 Credits)
EDUC-560 THE PROFESSIONAL TEACHER (3 Credits)
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.
Restrictions: RGF123
EDUC-564 UNDERSTAND.INDIVID. (3 Credits)
EDUC-571 ADV EDUC & OCCUPATIONAL INFO (3 Credits)
EDUC-572 ADMIN. LEADERSHIP II (3 Credits)
EDUC-573 ADMIN. OF SECONDARY SCHOOL I (3 Credits)
EDUC-574 ELEM SCH ADMIN (3 Credits)
EDUC-576 ADMIN.OF SECONDARY SCHOOL II (3 Credits)
EDUC-577 SCHOOL FINANCE (3 Credits)
EDUC-582 IMPROVMT. OF INSTR. (3 Credits)
EDUC-583 SUPERVISION IN ELEM SCHOOL (3 Credits)
EDUC-587A ADM. CURR. PLANNING IN SPEC.ED (1 Credit)
EDUC-587B READING TECHN. FOR SPEC.EDUC. (1 Credit)
EDUC-587C INTRO TO ASSES. OF SPEC ED STU (1 Credit)
EDUC-587G ASSESS & CLASS IN SP.EDUCATION (1 Credit)
EDUC-587H BEHAVIOR MGMT IN CLASSROOM (1 Credit)
EDUC-587I DEV. STUDENT WRITING SKILLS (1 Credit)
EDUC-587J ASSESSMNT IN SPECIAL EDUC (1 Credit)
EDUC-587K THE PRODUCTIVE IMAGINATION (1 Credit)
EDUC-587L CLASRM MGMT/PLANNING FOR PROB (1 Credit)
EDUC-588 SECONDARY STUDENT TEACHING (3 Credits)
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.
Restrictions: RG.UG.GR
EDUC-599A SAFE SCHOOLS WKSP (0 Credits)
Restrictions: RG.UG.GR
EDUC-599B CHILD ABUSE PREV (0 Credits)
Restrictions: RG.UG.GR
EDUC-599C CONFLICT RESOL. WKSP (0 Credits)
EDUC-599D CULT DIVER WKSP (0 Credits)
EDUC-599E EXPERIENCE IN DIVERSE ENVIRONMENTS (0 Credits)
This non-credit field experience requires students to complete a field experience of at least 30 hours in a diverse setting.
The course will provide students with experiences in reviewing different types of data, analyzing data from multiple sources, and 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.

Restrictions: 

READ-520 LANGUAGE ARTS (3 Credits)
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.

Restrictions: RG.UG.GR

READ-525 LITERACY SECONDARY SCHOOL (3 Credits)
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.

Restrictions: RG.UG.GR

READ-540 SUPRV/CUR ISS-LITERACY PROGS (3 Credits)
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.

Restrictions: RG.UG.GR

READ-550 TCHNG LINGUISTICALLY/CULTURALLY DIVERSE (3 Credits)
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 discourses 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.

Restrictions: RG.UG.GR

READ-560 LITERACY IN THE CONTENT AREAS (3 Credits)
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.

Restrictions: RG.UG.GR
READ-570 ASSESS/DIAG OF LITERACY (3 Credits)
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 learner's strengths and limitations/instructional needs.
Restrictions: RG.UG.GR

READ-575 LIT INSTR-INDV/SML GRPS-CHILD (3 Credits)
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.
Restrictions: RG.UG.GR

READ-580 CLIN/PRACT CHILD/LITERACY (3 Credits)
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.
Corequisite(s): TAKE READ-570
Restrictions: RG.UG.GR

READ-595 CLINICAL PRACT/ADOLE.LIT (3 Credits)
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.
Corequisite(s): TAKE READ-570
Restrictions: RG.UG.GR

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

SPED-504 COLLAB BEHAV SUPPORT & TRANS (3 Credits)
This course addresses social and behavioral supports for students
with disabilities through collaborative models such as restorative
justice. Students will explore contemporary and culturally-responsive
models of school-wide and individualized behavioral supports. Students will
examine the impact of social, emotional, linguistic, physical and
aesthetic development learning in early childhood, childhood, and
adolescence. Students learn to design environments that are supportive
of all learners at varying developmental levels and to prepare those
learners for transition to post-school contexts. Creation of alliances with
paraprofessionals and colleagues and provision of mutual academic,
social, emotion, and technical support systems, including co-teaching, are
examined within the framework of building relationships to strengthen
the school, family, and community.
SPED-510 INST DESIGN & STRATEGIES (3 Credits)
This course prepares educators to design and deliver differentiated instruction to meet the needs of students with disabilities in inclusive classrooms. Students will learn to collect and analyze learner outcomes data to inform instruction, develop developmentally appropriate curricula and assessments with special emphasis on literacy instruction and assessment for students with reading disabilities, autism, and English Language Learners. Students will also identify research-validated strategies for teaching learners with a wide range of exceptionalities, including those with autism, reading disabilities, significant disabilities, and those students who have experienced trauma. This class includes a 15-hour internship experience.

SPED-511 FOUNDATIONS OF INCLUSIVE EDUC (3 Credits)
This course examines, the social, philosophical, historical, legal and political foundations of special and inclusive education, from disability studies and multicultural perspectives. Students will explore the impact of culture and place, varied exceptionalities, such as learning disabilities, autism, and significant disabilities, English language learners, as well as exposure to traumatic events on student learning. Students will also explore home, school and community relationships and the structure and roles of education. Students complete a field-based research project in this course, with the support of the instructor.

SPED-515 TECHNOLOGY FOR INCLUSIVE EDUC (3 Credits)
The use of instructional and assistive technology to support student learning is critical for effective inclusive classrooms. This course focuses on technologies to enhance the education of students with disabilities, supporting students with disabilities in literacy and STEM, and assistive technology at school, home and in the community. Requirements include assessment of assistive technology needs, incorporating assistive technology into IEPs, and resources for funding assistive technology. Students collect and analyze data in a field-based project to inform decision-making.

SPED-575 CRITICAL ISSUES INCL ED & DIV (3 Credits)
This course is designed to allow for exploration of current issues in education and special education. Students will investigate critical issues that impact the placement, educational experiences, and community outcomes for students with a wide range of exceptionalities.

SPED-590B EXT PRACT FOR BIRTH-GRADE 2 (3 Credits)
The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in early childhood settings (B-2) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the Birth - 2 (Early childhood) level. Students MUST complete one of these experiences at the Birth - K level and the other at grade 1-2. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590C EXT PRACT FOR GRADES 1-6 (3 Credits)
The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in childhood settings (grades 1-6) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the 1-6 (Childhood) level. Students MUST complete one of these experiences at the 1-3 grade level and the other at grade 4-6. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-590G EXT PRACT FOR GRADES 7-12 (3 Credits)
The extended practicum experience consists of 250 hours of teaching students with disabilities in the role of the special education teacher and is divided into two components, field experience and practicum. Field experience consists of 70 hours working in middle/secondary settings (grades 7-12) prior to the practicum. The practicum is the culminating experience and consists of 180 hours teaching under the guidance of a mentor teacher who is certified to teach students with disabilities at the 7-12 grade level. Students MUST complete one of these experiences at the 7-9 grade level and the other at grade 10-12. Students are expected to apply developmentally 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, provide instruction and monitor progress for IEP goals, organize and manage the classroom environment and exhibit the characteristics and ethics of a professional special educator.

SPED-600 CAPSTONE RESEARCH IN INCL ED (3 Credits)
This course requires participants to develop and defend an original research project to address a question related to education. Students will complete field work to collect and analyze human subjects data to address their research question. Students will support their research with a review of relevant peer-reviewed literature and present their research with the submission of a written paper and public presentation of findings.

Childhood Inclusive Special Education, MSE

Program Director: Dr. Rene’ E. Hauser

This degree program prepares teachers for childhood special education certification, which allows teachers to teach students with disabilities from grades 1 to 6. Graduates with this certification can teach in elementary school programs in either inclusive or self-contained special education settings. Coursework is aligned with the Council for Exceptional Children professional standards for special education teachers and combines the realms of theory, research and field experience.

Admission requirements
1. Teaching certificate (you need to have at least one certification prior to the end of your first semester of studies)
2. Official transcripts of all prior college work (3.00/4.00 GPA)
3. Two references addressing your ability to teach and do graduate level work
4. Interview
5. Writing sample done at the time of the interview
6. MAT or GRE score
7. Additional information, if requested by program director

## Degree Requirements

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### Secondary Inclusive Special Education (7-12) Generalist, MSE

**Program Director:** Dr. Rene' E. Hauser

This degree program prepares teachers for 7-12 generalist special education certification, which allows teachers to teach students with disabilities from grades 7-12. Graduates with this certification can teach in resource room, consultant teacher and co-taught classrooms as well as self-contained non-academic special education classrooms. Coursework is aligned with the Council for Exceptional Children professional standards for special education teachers and combines the realms of theory, research and field experience.

**Admission requirements**

1. Teaching certificate (you need to have at least one certification prior to the end of your first semester of studies)
2. Official transcripts of all prior college work (3.00/4.00 GPA)
3. Two references addressing your ability to teach and do graduate level work
4. Interview
5. Writing sample done at the time of the interview
6. MAT or GRE score
7. Additional information, if requested by program director

## Degree Requirements

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**Literacy**

Program Director: Sheri Voss, A.B.D., Visiting Professor  
Phone: (716) 375-2368  
Fax: (716) 375-2360  
Email: svoss@sbu.edu  
Website: [http://www.sbu.edu/academics/schools/education/graduate-degrees-certificates](http://www.sbu.edu/academics/schools/education/graduate-degrees-certificates)

- Adolescent Literacy (Grades 5-12), MSED (p. 104)  
- Childhood Literacy (Birth-Grade 6), MSED (p. 105)

**Reading (READ)**

**READ-501 THEORIES/FOUND OF LITERACY (3 Credits)**  
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 literacy skill acquisition, language comprehension, and metacognition are discussed in depth. A strong emphasis is placed on examining theory-to-practice connections made by teachers in K-12 classroom settings.  
**Restrictions:** RG.UG.GR

**READ-510 CHILDREN’S LITERATURE (3 Credits)**  
Children's Literature is intended to acquaint the student with the best in children's literature and its contributions to the school curriculum. A major focus is helping teachers to motivate their pupils to read a wide range of books to build and understand of texts, of themselves, and of the culture of the United States and the world. The various genres of children's literature will be explored. Strategies for using literature in the classroom will be analyzed.  
**Restrictions:** RG.UG.GR

**READ-520 LANGUAGE ARTS (3 Credits)**  
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.  
**Restrictions:** RG.UG.GR

**READ-525 LITERACY SECONDARY SCHOOL (3 Credits)**  
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.  
**Restrictions:** RG.UG.GR

**READ-540 SUPRV/CUR ISS-LITERACY PROGS (3 Credits)**  
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.  
**Restrictions:** RG.UG.GR

**READ-550 TCHNG LINGUISTICALLY/CULTURALLY DIVERSE (3 Credits)**  
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.  
**Restrictions:** RG.UG.GR

**READ-560 LITERACY IN THE CONTENT AREAS (3 Credits)**  
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.  
**Restrictions:** RG.UG.GR

**READ-570 ASSESS/DIAG OF LITERACY (3 Credits)**  
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 learner’s strengths and limitations/instructional needs.  
**Restrictions:** RG.UG.GR

**READ-575 LIT INSTR-INDV/SML GRPS-CHILD (3 Credits)**  
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.  
**Restrictions:** RG.UG.GR
READ-580 CLIN/PRACT CHILD/LITERACY (3 Credits)
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.
Restrictions: RG.UG.GR

READ-585 LIT.INSTR.INDIV-ADOLESCENT (3 Credits)
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.
Restrictions: RG.UG.GR

READ-595 CLINICAL PRACT/ADOLE.LIT (3 Credits)
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.
Corequisite(s): TAKE READ-570

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

Adolescent Literacy (Grades 5-12), MSED
Program Director: Sheri Voss, A.B.D., Visiting Professor
Phone: 716-375-2368
Email: svoss@sb.edu

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

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

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

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Practicum/Internship Requirement

The college-supervised practicum experience consists of the completion of the three courses in our clinical practicum sequence: READ-570, READ-585 and READ-595. 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 fulltime 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. 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

Childhood Literacy (Birth-Grade 6), MSED

Program Director: Sheri Voss, A.B.D., Visiting Professor
Phone: 716-375-2368
Email: svoss@sbu.edu

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

Information About Certification

The degree in 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

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Practicum/Internship Requirement

The college-supervised practicum experience consists of the completion of the three courses in our clinical practicum sequence: READ-570, READ-575 and READ-580. 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. 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

School Administration
Director: Lisa C. Buenaventura, Ed.D.
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- Educational Leadership, MSED (p. 108)
- School Building Leader Advanced Certification (https://catalog.sbu.edu/graduate/education/school-administration/school-building-leader-advanced-certification/)
- School District Leader Advanced Certification (https://catalog.sbu.edu/graduate/education/school-administration/school-district-leader-advanced-certification/)

Educational Leadership (EDL)
EDL-501 SCHOOL LEADERSHIP PREQUEL (3 Credits)
The course is done in partnership with CA BOCES and local school superintendents. The course is offered as an overview of the work of a school leader and provides students with introduction to the many facets of successful school leadership. Students must receive prior approval to register for the course.

EDL-515 LEADERSHIP/PRINCIPALSHIP (3 Credits)
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.

Restrictions: RG.UG.GR

EDL-522 SCHOOL/COMMUNITY RELATIONSHIPS (3 Credits)
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 organizations. 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.

EDL-523 SCHOOL LAW (3 Credits)
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.

Restrictions: RG.UG.GR

EDL-524 SCHOOL FINANCE (3 Credits)
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 and involving staff and community.

EDL-535 EVAL/SUPRV INSTR/STAFF (3 Credits)
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 which 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.

Restrictions: RG.UG.GR

EDL-538 STNDRD-BASED CURR DESIGN (3 Credits)
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. 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.
EDL-542 LEADING EFFECTIVE INCLUSIVE SCHOOLS (3 Credits)
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); demonstration 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.
Restrictions: RG.UG.GR

EDL-550 POLITICAL ASPECTS OF EDUC (3 Credits)
EDL-597A SUPR CURR/INST PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 120 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the internship.) The practicum is completed in a different semester than the internship and may be started upon completion of six (6) C & I level preparation EDL courses. The practicum provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The practicum is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-597B SUPR CURR/INST INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 240 clock hours in an elementary or secondary school setting on a part time basis. (This field experience will be at the opposite level of the practicum.) The internship is completed in a different semester than the practicum and may be started upon completion of six (6) C & I level preparation EDL courses. The internship provides significant opportunities in the workplace to synthesize and apply the knowledge acquired during the course work, and to practice and develop the skills identified in the academic program. It requires a variety of substantial in school experiences over an extended period of time in diverse settings. The internship is planned cooperatively with on-site building or district level supervisors, and is supervised by university and school district personnel. PA ONLY

EDL-599A SCH BLDG LDR PRACTICUM (1 Credit)
The practicum is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. 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.
Restrictions: RG.UG.GR

EDL-599B SCH BLDG LDR INTERNSHIP (2 Credits)
The internship is competency based following the national Educational Leadership Consortium Council (ELCC) and Pennsylvania State standards. It constitutes 400 clock hours in an elementary of 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.

EDL-599C INTERNSHIP/PRACTICUM SUPERVISION (0 Credits)
This is a zero credit course that students register for when they have completed the courses of EDL 599 A and EDL 599 B but have not completed the required 600 hours of field based experience.
Restrictions: RG.UG.GR

EDL-610 NEGOTIATIONS (3 Credits)
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 employees, procedures and the rules of bargaining.
Restrictions: RG.UG.GR

EDL-615 USING DATA FOR SCHOOL IMPROVEMENT (3 Credits)
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.

EDL-620 THE SUPERINTENDENCY (3 Credits)
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.
Prerequisite(s): Take EDL-515
Restrictions: RG.UG.GR

EDL-630 CENTRAL OFFICE LEAD/PLAN (3 Credits)
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, to include construction issues; needs assessment as related to short and long term planning issues: grants and outside funding issues, and personal time management. NOTE: Required for Pa. Letter of Eligibility.
EDL-640 LEADERSHIP IN PERSONNEL ADMINISTRATION (3 Credits)
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.
Corequisite(s): TAKE EDL-515

EDL-698 INDEPENDENT STUDY (1-3 Credits)
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.

EDL-698A SCHOOL DISTRICT LEADER PRACTICUM (1 Credit)
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.
Restrictions: RG.UG.GR

EDL-698B SCHOOL DISTRICT LEADER INTERNSHIP (2 Credits)
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 is supervised by university and school district personnel. The practicum cannot be started in a students has a grade of IP in EDL 599A or EDL 599B.
Restrictions: RG.UG.GR

EDL-698C INTERNSHIP/PRACTICUM SUPERVISION (0 Credits)
This is a zero credit course that students register for when they have completed the courses of EDL 698 A and EDL 698 B but have not completed the required 180 hours of field based experience.
Restrictions: RG.UG.GR

Educational Leadership, MSED
Program Director: Lisa C. Buenaventura, Ed.D.

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 School Building Leader 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 not required
8. Additional information, if requested by program director

Admission to the MSED in Educational Leadership or the School Building Leader Advanced Certificate Program
Application to the MSE.EDLE program is separate from an application to the School Building Leader Advanced Certificate program. Whether a candidate is applying to the MSE.EDLE degree program or the SBL advanced certificate program, s/he/they must complete a separate application for each program. The MSE.EDLE degree program includes the SBL requirements in its coursework, so requires only one application for admission. However, if a candidate in the SBL advanced certificate program wishes to continue into the MSE.EDLE program, s/he/they must complete a new application for admission and the requirements for admission (i.e., transcripts, recommendations, writing sample, interview).

In the latter case, the graduate program directors in the School of Education will again determine if the candidate will be admitted to program.

Transfer Credits
Students may be able to apply up to six (6) credits of administrative coursework taken elsewhere. If the courses have been taken during a previously completed master’s degree and are equivalent to courses in the MSE.EDLE or SBL certificate program, the program courses may be waived. However, the candidate will need to take 3-6 elective credits to complete the total credit requirements for the degree or certificate program. Elective credits may be taken from other graduate programs, but may not include coursework from the School District Leader certificate program. If the previous coursework is from a graduate program from which the candidate did not complete a degree or
The credits may be transferred into the program, as long as there are equivalent to courses in the MS.EDLE or SBL program.

The program director, in consultation with the Registrar, will determine if or how transfer credits will be at the time the program plan is written.

### Degree Requirements

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<td><strong>Total Credits</strong></td>
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### Field-Experience Requirements

For this Certification, students are expected to complete two competency-based field experiences in K12 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 OF GRADUATE STUDIES

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Fax: (716) 375-2588
Plassman Hall

Office of Graduate Admissions
(716) 375-2021
Fax: (716) 375-4015
Hopkins Hall
<table>
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THE CENTER FOR ARAB AND ISLAMIC STUDIES

Director: Fr. Michael Calabria, O.F.M., Ph.D.
Phone: (716) 375-2162
Fax: (716) 375-2156
Email: mcalabri@sbu.edu
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 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.

Arabic and Islamic Studies, Graduate Minor
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.
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