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Visitors are cordially welcome at Canisius College. The administrative offices are open Monday through Friday, 8:30 a.m. until 5:00 p.m. during the academic year and 8:30 a.m. until 4:30 p.m. during the summer (except on legal or college-wide holidays). Members of the college staff are available for interviews at other times by appointments arranged in advance. The main switchboard number of the college is 716-888-2200.

Copy for this catalog was prepared as of August 1, 2020. Information, particularly timing of course offerings, is subject to change at the discretion of the college. Please consult the course-listings schedule published by the Student Records and Financial Services Center for a complete and up-to-date list of our course offerings for each semester and/or session. The college retains the right to correct errors within the copy of this catalog.

Students must complete the curriculum described in the catalog from the academic year that they matriculate at Canisius. If the curriculum changes, please consult with the department chair or program director to determine if students may choose to follow the newer curriculum. Catalogs from previous years are available on the catalog page of the Canisius website (https://www.canisius.edu/academics/office-academic-affairs/academic-calendar-and-catalogs/).

Additional information about the college and our programs and opportunities are available on the Canisius website (https://www.canisius.edu/).

Publication of The Office of Academic Affairs

Emily G. McGorry, Executive Associate in Academic Affairs
Jeffrey R. Lindauer, PhD, Interim Assistant Vice President for Academic Affairs

Academic Calendar

Academic Year 2020-2021

Summer 2020

May 2020

18 Monday Summer Classes Begin (First 5-week Session, First 6-week Session, 12-week Session)
Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term
100% Withdrawal Refund during Drop/Add

19 Tuesday Last day to Drop/Add for first 5-week session

20 Wednesday Begin 90% withdrawal refund for first 5-week session

21 Thursday Last day to Drop/Add for first 6-week session

22 Friday Begin 80% withdrawal refund for first 6-week session
Last day to Drop/Add for 12-week and Full-term Session

23 Saturday Begin 90% withdrawal refund for 12-week and Full-term session

25 Monday Memorial Day - No Classes (Administrative Offices Closed)

27 Wednesday First Student Health Warnings for Summer Session one for students not in compliance
Begin 50% withdrawal refund for first 5-week session

29 Friday Graduate Business Make-up Session for Memorial Day (this includes undergraduate business classes in the 6-week session)
Begin 60% withdrawal refund for first 6-week session

June 2020

2 Tuesday Begin 50% withdrawal refund for 12-week and Full-term session

3 Wednesday Second Student Health warnings for Summer Session one students not in compliance
Begin 25% withdrawal refund for First 5-week session

4 Thursday Begin 40% withdrawal refund for First 6-week session

9 Tuesday Begin 0% withdrawal refund for First 5-week session
Begin 25% withdrawal refund for 12-week and Full-term Summer Session

10 Wednesday Third Student Health Warnings for Summer Session One students not in compliance
Begin 20% Withdrawal Refund for First 6-week session

16 Tuesday Begin 0% withdrawal refund for First 6-week Session, 12-week session and Full-term session

17 Wednesday Student Health Registration Withdrawal for Summer Session One students not in compliance

19 Friday Last day to withdrawal from First 5-week classes

20 Saturday First 5-week Session Classes End
Online Grading Available in MyCanisius

24 Wednesday First 5-week classes grades due

26 Friday Last day to withdrawal from First 6-week classes

27 Saturday First 6-week Session Classes End

29 Monday Classes Begin (Second 5-week Session, Second 6-week Session)
Begin Drop/add for second 5-week Session and second 6-week session
100% withdrawal refund during Drop/Add

30 Tuesday Last day to Drop/Add classes for second 5-week session
<table>
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<td>July 2020</td>
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<tr>
<td>1</td>
<td>Wednesday</td>
<td>First 6-week classes grades due</td>
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<tr>
<td></td>
<td></td>
<td>Begin 90% withdrawal refund for second 5-week session</td>
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<tr>
<td>3</td>
<td>Friday</td>
<td>Independence Day Holiday Extension-No Classes (Administrative Offices Closed)</td>
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<tr>
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<td>Last day to Drop/Add for second 6-week session</td>
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<tr>
<td>7</td>
<td>Tuesday</td>
<td>Begin 80% withdrawal refund for second 6-week session</td>
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<tr>
<td>8</td>
<td>Wednesday</td>
<td>First Student Health warnings for summer session two for students not in compliance</td>
</tr>
<tr>
<td>9</td>
<td>Thursday</td>
<td>Begin 50% withdrawal refund for second 5-week session</td>
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<tr>
<td>13</td>
<td>Monday</td>
<td>Begin 60% withdrawal refund for second 6-week session</td>
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<tr>
<td>15</td>
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<td>Second Student Health Warnings for summer session two students not in compliance</td>
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<td></td>
<td></td>
<td>Begin 25% withdrawal refund for second 5-week session</td>
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<tr>
<td>20</td>
<td>Monday</td>
<td>Begin 40% withdrawal refund for second 6-week session</td>
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<tr>
<td>21</td>
<td>Tuesday</td>
<td>Begin 0% withdrawal refund for second 5-week session</td>
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<tr>
<td>22</td>
<td>Wednesday</td>
<td>Third Student Health Warnings for summer session two for students not in compliance</td>
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<td>27</td>
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<td>August 2020</td>
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<td>Second 5-week classes grades due</td>
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<td>7</td>
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<td>Second 6-week and 12-week Session Classes End</td>
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<td>Friday</td>
<td>Last day to apply for a course through Pass/Fail Program</td>
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<td>Last day to Drop/Add a Course (freshmen only)</td>
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<td>5</td>
<td>Saturday</td>
<td>Last day to Drop/Add a Course (upperclassmen)</td>
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<td>7</td>
<td>Monday</td>
<td>Labor Day - Classes in Session (Limited Administrative Office Staffing)</td>
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<td></td>
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<td>For Anthrozoology Graduate students only: Drop/add ends at midnight</td>
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<td>8</td>
<td>Tuesday</td>
<td>Withdrawal from courses begins (all divisions)</td>
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<td></td>
<td>Begin 90% withdrawal refund (full-term classes)</td>
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<td></td>
<td>Begin 50% withdrawal refund for Educational Technologies, Graduate, and Professional Studies session one</td>
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<td>Deadline for submitting Spring 2021 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses</td>
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<td>Begin 30% withdrawal refund for Counselor Education session one</td>
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<td>Begin 50% withdrawal refund (full-term classes)</td>
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<td>Begin 20% withdrawal refund for Educational Technologies, Graduate, and Professional Studies session one</td>
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<td>Begin no withdrawal refund for Educational Technologies, Graduate, and Professional Studies session one</td>
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<td>23</td>
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<td>Third Student Health warnings for students not in compliance</td>
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<td>28</td>
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<td>All spring 2021 schedules are due in CourseLeaf/CLSS</td>
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<td>29</td>
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<td>Begin 25% withdrawal refund (full-term classes)</td>
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<td>Wednesday</td>
<td>Student Progress Report Submission By Faculty Begins</td>
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<td>Begin no withdrawal refund for Counselor Education Session two</td>
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<td>23</td>
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<td>Educational Technologies, Graduate, and Professional Studies session one ends</td>
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<td>Educational Technologies, Graduate, and Professional Studies session two begins</td>
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<td>Graduate Registration for Spring 2021 begins at 8:30am</td>
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<td>Anthrozoology Graduate Registration for Students with 18.0 or more earned credits</td>
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<td>Begin no withdrawal refund (full-term classes)</td>
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<td>Undergraduate registration begins for students with 84.0 or more earned credit hours at 7:30am</td>
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<td>Grades due for Educational Technologies, Graduate, and Professional Studies session one</td>
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<td>31</td>
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<td>Drop/Add ends for Educational Technologies, Graduate, and Professional Studies session two</td>
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### November 2020

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<th>Date</th>
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<tr>
<td>2</td>
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<td>Begin 50% withdrawal refund for Educational Technologies, Graduate, and Professional Studies session two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anthrozoology graduate registration for students with less than 18.0 earned credits</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Deficiency Reporting Submissions Begins</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday</td>
<td>Undergraduate Registration begins for students with 54.0-83.0 earned credit hours at 7:30am</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>First Student Health warnings for students not in compliance in Educational Technologies and Professional Studies session two</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Counselor Education Session Two Ends</td>
</tr>
<tr>
<td>9</td>
<td>Monday</td>
<td>Begin 20% Withdrawal Refund for Educational Technologies, Graduate, &amp; Professional Studies Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor Education Session Three Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anthrozoology Graduate Registration for New Students (0 credits)</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday</td>
<td>Undergraduate Registration for students with 24.0-53.9 Earned Credits at 7:30am</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Veteran’s Day (Classes in Session)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades Due for Counselor Education Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Student Health Warning for Students not in compliance in Educational Technologies &amp; Professional Studies Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Deficiency Reporting Submissions Ends</td>
</tr>
<tr>
<td>12</td>
<td>Thursday</td>
<td>Deficiency Email Sent to Designated Students</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Begin No Withdrawal Refund for Educational Technologies, Graduate, &amp; Professional Studies Session Two</td>
</tr>
<tr>
<td>17</td>
<td>Tuesday</td>
<td>Undergraduate Registration for students with 0-23.9 earned credits at 7:30am</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Begin 30% withdrawal refund for Counselor Education session three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Third Student Health Warning for students not in compliance in Educational Technologies, Graduate, &amp; Professional Studies Session Two</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25</td>
<td>Wednesday</td>
<td>Thanksgiving Holiday - No Classes (Administrative Offices Open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin No Withdrawal refund for Counselor Education session three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate, &amp; Professional Studies session two</td>
</tr>
<tr>
<td>26</td>
<td>Thursday</td>
<td>Thanksgiving Holiday- No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>27</td>
<td>Friday</td>
<td>Thanksgiving Holiday- No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Classes Resume--Virtual Option Only (no face-to-face classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Day to Withdraw from a course through Pass/Fail Program</td>
</tr>
<tr>
<td><strong>December 2020</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>Last Day of Classes (Virtual Only)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to Withdraw from Classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline for submitting Summer/Fall 2021 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>Reading Day (No Classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to withdraw from a course through Pass/Fail program</td>
</tr>
<tr>
<td>3</td>
<td>Thursday</td>
<td>Final Exams Begin (Virtual Only)</td>
</tr>
<tr>
<td>9</td>
<td>Wednesday</td>
<td>Last Day of Final Exams (Virtual Only)</td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>Final grades due (for all divisions) by 9:00am</td>
</tr>
<tr>
<td>24</td>
<td>Thursday</td>
<td>Holiday Shutdown Begins (all administrative offices closed until January 4)</td>
</tr>
<tr>
<td><strong>Spring 2021</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>January 2021</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Administrative Offices Reopen</td>
</tr>
<tr>
<td>18</td>
<td>Monday</td>
<td>Martin Luther King Jr. Day - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>19</td>
<td>Tuesday</td>
<td>Spring Classes Begin (All Divisions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor Education Session One Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Day To Apply For a Course Through Pass/Fail Program</td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Last Day To Apply For a Course Through Pass/Fail Program</td>
</tr>
<tr>
<td>23</td>
<td>Saturday</td>
<td>Last Day To Drop/Add a Course (All Divisions)</td>
</tr>
<tr>
<td>25</td>
<td>Monday</td>
<td>All Summer &amp; Fall 2021 schedules are due in CourseLeaf/CLSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Anthrozoology Graduate Students Only; Drop/Add Ends At Midnight</td>
</tr>
<tr>
<td>26</td>
<td>Tuesday</td>
<td>Withdrawal from courses begins (all divisions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 90% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 50% Withdrawal Refund For Graduate Session One</td>
</tr>
<tr>
<td>27</td>
<td>Wednesday</td>
<td>First Student Health Warning For Students Not In Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 30% withdrawal refund for Counselor Education Session One</td>
</tr>
<tr>
<td><strong>February 2021</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Monday</td>
<td>Degree Conferral For Fall Completers</td>
</tr>
<tr>
<td>2</td>
<td>Tuesday</td>
<td>Begin 50% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 20% Withdrawal Refund For Graduate Session One</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday</td>
<td>Second Student Health Warning For Students Not In Compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin No withdrawal Refund For Counselor Education Session One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2022 Undergraduate Advisement Guide Due</td>
</tr>
<tr>
<td>5</td>
<td>Friday</td>
<td>Summer &amp; Fall 2022 Schedule and Advisement Guide Online</td>
</tr>
<tr>
<td>8</td>
<td>Monday</td>
<td>Summer Registration Begins (All Students)</td>
</tr>
<tr>
<td>9</td>
<td>Tuesday</td>
<td>50% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin No Withdrawal Refund For Graduate Session One</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>Third Student Health Warning For Students Not In Compliance</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>Presidents' Day Holiday - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>Presidents' Day Holiday - No Classes (Administrative Offices Open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 25% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td>17</td>
<td>Wednesday</td>
<td>Student Progress Report Submission By Faculty Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Health Registration Withdrawal For Students Not In Compliance</td>
</tr>
<tr>
<td>19</td>
<td>Friday</td>
<td>Counselor Education Session One Ends</td>
</tr>
<tr>
<td>22</td>
<td>Monday</td>
<td>Counselor Education Session Two Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Registration for Fall 2022 begins at 8:30am</td>
</tr>
<tr>
<td>23</td>
<td>Tuesday</td>
<td>25% Withdrawal Refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate registration begins for students with 72.0 or more earned credit hours at 7:30am</td>
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</table>
## March 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Wednesday</td>
<td>Grades Due for Counselor Education Session One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Progress Report Submission By Faculty Ends</td>
</tr>
<tr>
<td>25</td>
<td>Thursday</td>
<td>Email to Designated Students Regarding Student Progress Reports</td>
</tr>
<tr>
<td>26</td>
<td>Friday</td>
<td>Student Progress Report Meetings with Advisors Begins</td>
</tr>
</tbody>
</table>

### April 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>Easter Holiday - No Classes (Administrative Offices Open)</td>
</tr>
<tr>
<td>2</td>
<td>Friday</td>
<td>Easter Holiday - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>Spring Recess Begins - No Classes Except Educational Technologies (Administrative Offices Open) Begin No Withdrawal Refund For Graduate Session Two Begin 30% withdrawal refund for Counselor Education Session Three</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>Third Student Health Warning For Students Not In Compliance In Graduate Session Two</td>
</tr>
<tr>
<td>12</td>
<td>Monday</td>
<td>Classes resume</td>
</tr>
</tbody>
</table>

### May 2021

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Monday</td>
<td>First Day to Withdraw From a Course Through Pass/Fail Program</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>Undergraduate Classes End</td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>Undergraduate Reading Day (No Classes)</td>
</tr>
<tr>
<td>8</td>
<td>Saturday</td>
<td>Graduate Classes End</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>Final Exams Begin</td>
</tr>
<tr>
<td>15</td>
<td>Saturday</td>
<td>Undergraduate Final Exams End (Tentative)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Final Exams End</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Session Two Ends</td>
</tr>
</tbody>
</table>

---

Easter Holiday - No Classes (Administrative Offices Open)
Grades Due for Counselor Education Session Two
Second Student Health Warning For Students Not In Compliance in Graduate Session Two

Spring Recess Begins - No Classes Except Educational Technologies (Administrative Offices Open)
Begin No Withdrawal Refund For Graduate Session Two
Begin 30% withdrawal refund for Counselor Education Session Three

Third Student Health Warning For Students Not In Compliance In Graduate Session Two
Classes resume
Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day) TENTATIVE
Begin No Withdrawal Refund for Counselor Education Session Three
Student Health Registration Withdrawal For Students Not In Compliance In Graduate Session Two

Last Day to Withdraw from Classes
First Day to Withdraw From a Course Through Pass/Fail Program
Undergraduate Classes End
Undergraduate Reading Day (No Classes)
Counselor Education Session Three Ends
Last Day to Withdraw From a Course Through Pass/Fail Program
Graduate Classes End
Final Exams Begin
Final Grade Entry Available in MyCanisius
Undergraduate Final Exams End (Tentative)
Graduate Final Exams End
Graduate Session Two Ends
### 2020-2021 Undergraduate Catalog

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 Wednesday</td>
<td>Grades Due (All Divisions) by 9:00am</td>
<td></td>
</tr>
<tr>
<td>20 Thursday</td>
<td>Graduate Commencement Exercises</td>
<td></td>
</tr>
<tr>
<td>21 Friday</td>
<td>Spring Honors Convocation</td>
<td></td>
</tr>
<tr>
<td>22 Saturday</td>
<td>Undergraduate Commencement</td>
<td></td>
</tr>
</tbody>
</table>

**Summer 2021**

**May 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Monday</td>
<td>Summer Classes Begin (First 5-week Session, First 6-week Session, 12-week Session)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% Withdrawal Refund during Drop/Add</td>
</tr>
<tr>
<td>25 Tuesday</td>
<td>Last day to Drop/Add for first 5-week session</td>
<td></td>
</tr>
<tr>
<td>26 Wednesday</td>
<td>Begin 90% withdrawal refund for first 5-week session</td>
<td></td>
</tr>
<tr>
<td>27 Thursday</td>
<td>Last day to Drop/Add for first 6-week session</td>
<td></td>
</tr>
<tr>
<td>28 Friday</td>
<td>Begin 80% withdrawal refund for first 6-week session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day to Drop/Add for 12-week and Full-term Session</td>
<td></td>
</tr>
<tr>
<td>29 Saturday</td>
<td>Begin 90% withdrawal refund for 12-week and Full-term session</td>
<td></td>
</tr>
<tr>
<td>31 Monday</td>
<td>Memorial Day - No Classes (Administrative Offices Closed)</td>
<td></td>
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</tbody>
</table>

**June 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Wednesday</td>
<td>First Student Health Warnings for Summer Session one for students not in compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 50% withdrawal refund for first 5-week session</td>
</tr>
<tr>
<td>4 Friday</td>
<td>Graduate Business Make-up Session for Memorial Day (this includes undergraduate business classes in the 6-week session)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 60% withdrawal refund for first 6-week session</td>
</tr>
<tr>
<td>8 Tuesday</td>
<td>Begin 50% withdrawal refund for 12-week and Full-term session</td>
<td></td>
</tr>
<tr>
<td>9 Wednesday</td>
<td>Second Student Health warnings for Summer Session one students not in compliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 25% withdrawal refund for First 5-week session</td>
</tr>
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**July 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Friday</td>
<td>Last day to withdrawal from First 6-week classes</td>
<td></td>
</tr>
<tr>
<td>3 Saturday</td>
<td>First 6-week Session Classes End</td>
<td></td>
</tr>
<tr>
<td>4 Sunday</td>
<td>Independence Day</td>
<td></td>
</tr>
<tr>
<td>5 Monday</td>
<td>Independence Day Holiday Extension-No Classes (Administrative Offices Closed)</td>
<td></td>
</tr>
<tr>
<td>6 Tuesday</td>
<td>Classes Begin (Second 5-week Session, Second 6-week Session)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Begin Drop/Add for second 5-week Session and second 6-week session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% withdrawal refund during Drop/Add</td>
<td></td>
</tr>
<tr>
<td>7 Wednesday</td>
<td>First 6-week classes grades due</td>
<td></td>
</tr>
<tr>
<td>9 Friday</td>
<td>Begin 90% withdrawal refund for second 5-week session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Last day to Drop/Add for second 6-week session</td>
<td></td>
</tr>
<tr>
<td>13 Tuesday</td>
<td>Begin 80% withdrawal refund for second 6-week session</td>
<td></td>
</tr>
<tr>
<td>14 Wednesday</td>
<td>First Student Health warnings for summer session two for students not in compliance</td>
<td></td>
</tr>
<tr>
<td>15 Thursday</td>
<td>Begin 50% withdrawal refund for second 5-week session</td>
<td></td>
</tr>
<tr>
<td>19 Monday</td>
<td>Begin 60% withdrawal refund for second 6-week session</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 21    | Wednesday | Second Student Health Warnings for summer session two students not in compliance  
Begin 25% withdrawal refund for second 5-week session |
| 26    | Monday  | Begin 40% withdrawal refund for second 6-week session                  |
| 27    | Tuesday | Begin 0% withdrawal refund for second 5-week session                    |
| 28    | Wednesday | Third Student Health Warnings for summer session two for students not in compliance |

**August 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Monday</td>
<td>Begin 20% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td>4</td>
<td>Wednesday</td>
<td>Student Health registrations Withdrawal for summer session two for students not in compliance</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Begin 0% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to withdrawal from second 5-week classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Grading Available in MyCanisius</td>
</tr>
<tr>
<td>7</td>
<td>Saturday</td>
<td>Second 5-week Session Classes End</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Second 5-week classes grades due</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Last day to withdrawal from second 6-week and 12-week classes</td>
</tr>
<tr>
<td>14</td>
<td>Saturday</td>
<td>Second 6-week and 12-week Session Classes End</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Second 6-week classes grades due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online grading turned off</td>
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</tbody>
</table>

**Fall 2021**

**August 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>Monday</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>25</td>
<td>Wednesday</td>
<td>Adjunct Faculty Orientation (tentative date)</td>
</tr>
<tr>
<td>30</td>
<td>Monday</td>
<td>Fall Classes Begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree Conferral for Summer Completers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor Education Session One Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>First Day to Apply for a course through Pass/Fail Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drop/Add begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% Refund for Withdrawal from Courses</td>
</tr>
</tbody>
</table>

**September 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
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<tbody>
<tr>
<td>3</td>
<td>Friday</td>
<td>Last day to apply for a course through Pass/Fail Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to Drop/Add a Course (freshmen only)</td>
</tr>
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</table>

**October 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>Counselor Education Session One Ends</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Counselor Education Session Two Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2022 advisement guide due</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
</tr>
<tr>
<td>-------</td>
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<td>-------------------</td>
</tr>
</tbody>
</table>
| 6     | Wednesday | Grades Due for Counselor Education Session One  
Student Progress Report Submission by Faculty Ends |
| 7     | Thursday | Email to Designated Students Regarding Student Progress Reports  
Student Progress Report Meetings With Advisors Begin |
| 11    | Monday  | Fall Holiday - No Classes (Administrative Offices Closed) |
| 12    | Tuesday | Fall Holiday - No Classes (Administrative Offices Open)  
25% withdrawal refund (full-term classes) |
| 13    | Wednesday | Begin 30% withdrawal refund for Counselor Education session two  
Undergraduate registration begins for students with 84.0 or more earned credit hours at 7:30am |
| 15    | Friday  | Spring 2022 Schedule and Advisement Guide Online |
| 20    | Wednesday | Begin no withdrawal refund for Counselor Education Session two  
Begin no withdrawal refund (full-term classes) |
| 22    | Friday  | Student Progress Report Meetings with Advisors Ends  
Educational Technologies, Graduate and Professional Studies session one ends |
| 25    | Monday  | Educational Technologies, Graduate and Professional Studies session two begins  
Graduate Registration for Spring 2022 begins at 8:30am  
Anthrozoology Graduate Registration for Students with 18.0 or more earned credits |
| 26    | Tuesday | Begin no withdrawal refund (full-term classes)  
Undergraduate registration begins for students with 84.0 or more earned credit hours at 7:30am |
| 27    | Wednesday | Grades due for Educational Technologies, Graduate and Professional Studies session one |
| 30    | Saturday | Drop/Add ends for Educational Technologies, Graduate and Professional Studies session two |

**November 2021**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 1     | Monday  | Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session two  
Anthrozoology graduate registration for students with less than 18.0 earned credits  
Faculty Deficiency Reporting Submissions Begins |
| 2     | Tuesday | Undergraduate Registration begins for students with 54.0-83.0 earned credit hours at 7:30am  
Begin No Withdrawal refund for Counselor Education session three  
Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate and Professional Studies session two |
| 5     | Wednesday | First Student Health warnings for students not in compliance in Educational Technologies, Graduate and Professional Studies session two |
| 8     | Monday  | Begin 20% Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two  
Counselor Education Session Three Begins  
Anthrozoology Graduate Registration for New Students (0 credits) |
| 9     | Tuesday | Undergraduate Registration for students with 24.0-53.9 Earned Credits at 7:30am |
| 10    | Wednesday | Veteran’s Day (Classes in Session)  
Grades Due for Counselor Education Session Two  
Second Student Health Warning for Students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two  
Faculty Deficiency Reporting Submissions Ends |
| 11    | Thursday | Deficiency Email Sent to Designated Students |
| 15    | Monday  | Begin No Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two  
Undergraduate Registration for students with 0-23.9 earned credits at 7:30am |
| 16    | Tuesday | Begin 30% withdrawal refund for Counselor Education session three  
Undergraduate Registration for students with 0-23.9 earned credits at 7:30am |
| 17    | Wednesday | Start 20% Withdrawal Refund for Educational Technologies, Graduate and Professional Studies session two  
Undergraduate Registration begins for students with 84.0 or more earned credit hours at 7:30am  
Begin No Withdrawal refund for Counselor Education session three  
Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate and Professional Studies session two |
| 19    | Friday  | Last Day to Withdraw from Classes |
| 24    | Wednesday | Thanksgiving Holiday - No Classes (Administrative Offices Open)  
Begin No Withdrawal refund for Counselor Education session three  
Student Health Registration withdrawal for students not in compliance in Educational Technologies, Graduate and Professional Studies session two |
| 25    | Thursday | Thanksgiving Holiday- No Classes (Administrative Offices Closed)  
Anthrozoology Graduate Registration for New Students (0 credits) |
| 26    | Friday  | Thanksgiving Holiday- No Classes (Administrative Offices Closed) |
| 27    | Saturday | Thanksgiving Holiday - No Classes (Administrative Offices Closed) |
January 2022

4 Tuesday Administrative Offices Reopen
17 Monday Martin Luther King Jr. Day - No Classes (Administrative Offices Closed)
18 Tuesday Spring Classes Begin (All Divisions)

Spring 2022

29 Monday Classes Resume
First Day to Withdraw from a course through Pass/Fail Program

December 2021

3 Friday Deadline for submitting Summer/Fall 2022 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
9 Thursday Undergraduate Classes End
10 Friday Undergraduate Reading Day (No Classes)
Last Day to withdraw from a course through Pass/Fail Program
11 Saturday Graduate Classes End
Final Grade Entry Available in MyCanisius
13 Monday Final Exams Begin
15 Wednesday Summer/Fall 2022 Scheduling begins in CourseLeaf/CLSS
17 Friday Undergraduate Final Exams End
Counselor Education Session Three Ends
18 Saturday Graduate Exams End
Educational Technologies, Graduate and Professional Studies Session Two Ends
22 Wednesday Grades Due (For all Divisions) by 9 am
23 Thursday Grades available in the Student Profile.
24 Friday Holiday Shutdown Begins (All Administrative Offices Closed until January 4)

February 2022

1 Tuesday Degree Conferral For Fall Completers
Begin 50% withdrawal refund (full-term classes)
Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
2 Wednesday Second Student Health Warning For Students Not In Compliance
Begin No withdrawal Refund for Counselor Education Session One
Fall 2022 Undergraduate Advisement Guide Due
8 Tuesday 50% withdrawal refund (full-term classes)
Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session One
9 Wednesday Third Student Health Warning For Students Not In Compliance
11 Friday Summer & Fall 2022 Schedule and Advisement Guide Online
14 Monday Summer Registration Begins (All Students)
16 Wednesday Student Progress Report Submission By Faculty Begins
Student Health Registration Withdrawal For Students Not In Compliance
18 Friday Counselor Education Session One Ends
21 Monday Presidents’ Day Holiday - No Classes (Administrative Offices Closed)
22 Tuesday Presidents’ Day Holiday - No Classes (Administrative Offices Open)
Begin 25% withdrawal refund (full-term classes)
Graduate Registration for Fall 2022 begins at 8:30am
23 Wednesday Grades Due for Counselor Education Session One
Student Progress Report Submission By Faculty Ends
Counselor Education Session Two Begins
24 Thursday Email to Designated Students Regarding Student Progress Reports
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Friday</td>
<td>Student Progress Report Meetings with Advisors Begins</td>
</tr>
<tr>
<td><strong>March 2022</strong></td>
<td></td>
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<tr>
<td>1</td>
<td>Tuesday</td>
<td>25% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate registration begins for students with 72.0 or more earned credit hours at 7:30am</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>Begin 30% withdrawal refund for Counselor Education session Two</td>
</tr>
<tr>
<td>4</td>
<td>Friday</td>
<td>Student Progress Report Meetings With Advisors Ends</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday</td>
<td>Undergraduate Registration begins for students with 42.0-71.9 earned credit hours at 7:30am</td>
</tr>
<tr>
<td>9</td>
<td>Wednesday</td>
<td>Begin No withdrawal refund for Counselor Education session Two</td>
</tr>
<tr>
<td>12</td>
<td>Saturday</td>
<td>Educational Technologies &amp; Professional Studies Session One Ends</td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>Anthrozoology Graduate Registration For Students With more than 18.0 Earned Credit Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Technologies, Graduate and Professional Studies Session Two Begins</td>
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<tr>
<td></td>
<td></td>
<td>Faculty Deficiency Reporting Submission Begins</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>Begin No Withdrawal Refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate Registration for students with 0-41.9 Earned Credits at 7:30am</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday</td>
<td>Grades Due For Educational Technologies, Graduate and Professional Studies Session One</td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>Faculty Deficiency Reporting Submission Ends</td>
</tr>
<tr>
<td>19</td>
<td>Saturday</td>
<td>Drop/Add Ends for Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>21</td>
<td>Monday</td>
<td>Spring Recess Begins - No Classes Except Educational Technologies (Administrative Offices Open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anthrozoology Graduate Registration For Students With 1.0-18.0 Earned Credit Hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 50% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>23</td>
<td>Wednesday</td>
<td>First Student Health Warning for Students not in Compliance in Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>24</td>
<td>Thursday</td>
<td>Deficiency Email Sent To Designated Students</td>
</tr>
<tr>
<td>28</td>
<td>Monday</td>
<td>Classes Resume</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Anthrozoology Graduate Registration For New Students (0 Credits)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 20% Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>30</td>
<td>Wednesday</td>
<td>Second Student Health Warning For Students Not In Compliance in Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td><strong>April 2022</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Friday</td>
<td>Counselor Education Session Two Ends</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 30% withdrawal refund for Counselor Education Session Three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor Education Session Three Begins</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Third Student Health Warning For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grades Due for Counselor Education Session Two</td>
</tr>
<tr>
<td>13</td>
<td>Wednesday</td>
<td>Easter Holiday - No Classes (Administrative Offices Open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin No Withdrawal Refund for Counselor Education Session Three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Health Registration Withdrawal For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>14</td>
<td>Thursday</td>
<td>Easter Holiday - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Easter Holiday - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>20</td>
<td>Wednesday</td>
<td>Ignatian Scholarship Day (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day) TENTATIVE DATE.</td>
</tr>
<tr>
<td>22</td>
<td>Friday</td>
<td>Last Day to Withdraw from Classes</td>
</tr>
<tr>
<td><strong>May 2022</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Monday</td>
<td>First Day to Withdraw From a Course Through Pass/Fail Program</td>
</tr>
<tr>
<td>5</td>
<td>Thursday</td>
<td>Undergraduate Classes End</td>
</tr>
</tbody>
</table>
### Academic Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 6     | Friday | Undergraduate Reading Day (No Classes)  
       |        | Counselor Education Session Three Ends  
       |        | Last Day to Withdraw From a Course Through Pass/Fail Program                      |
| 7     | Saturday | Graduate Classes End                                                               |
| 9     | Monday  | Final Exams Begin                                                                   |
|       |        | Final Grade Entry Available in MyCanisius                                           |
| 13    | Friday | Undergraduate Final Exams End                                                      |
| 14    | Saturday | Graduate Final Exams End                                                           |
|       |        | Educational Technologies, Graduate and Professional Studies Session Two Ends        |
| 18    | Wednesday | Grades Due (All Divisions) by 9:00am  
          |        | Graduate Commencement Exercises                                                    |
| 19    | Thursday | Grades available in the Student Profile.                                            |
| 20    | Friday  | Spring Honors Convocation                                                          |
|       |        | Baccalaureate Mass                                                                 |
| 21    | Saturday | Undergraduate Commencement Exercises                                               |

### Academic Year 2022-2023

#### Summer 2022

##### May 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 23    | Monday | Summer Classes Begin (First 5-week Session, First 6-week Session, 12-week Session)  
       |        | Begin Drop/Add for First 5-week Session, First 6-week Session, 12-week Session and Full-Term  
       |        | 100% Withdrawal Refund during Drop/Add                                             |
| 24    | Tuesday | Last day to Drop/Add for first 5-week session                                     |
| 25    | Wednesday | Begin 90% withdrawal refund for first 5-week session                              |
| 26    | Thursday | Last day to Drop/Add for first 6-week session                                     |
| 27    | Friday  | Begin 80% withdrawal refund for first 6-week session                               |
|       |        | Last day to Drop/Add for 12-week and Full-term Session                            |
| 28    | Saturday | Begin 90% withdrawal refund for 12-week and Full-term session                     |
| 30    | Monday  | Memorial Day - No Classes (Administrative Offices Closed)                         |

##### June 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 1     | Wednesday | First Student Health Warnings for Summer Session one for students not in compliance  
         |        | Begin 50% withdrawal refund for first 5-week session                               |

##### July 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>Last day to withdrawal from First 6-week classes</td>
</tr>
<tr>
<td>2</td>
<td>Saturday</td>
<td>First 6-week Session Classes End</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Independence Day - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Classes Begin (Second 5-week Session, Second 6-week Session)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin Drop/add for second 5-week Session and second 6-week session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% withdrawal refund during Drop/Add</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>First 6-week classes grades due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to Drop/Add classes for second 5-week session</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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</tr>
<tr>
<td>8</td>
<td>Friday</td>
<td>Begin 90% withdrawal refund for second 5-week session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to Drop/Add for second 6-week session</td>
</tr>
<tr>
<td>12</td>
<td>Tuesday</td>
<td>Begin 80% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td>13</td>
<td>Wednesday</td>
<td>First Student Health warnings for summer session two for students not in compliance</td>
</tr>
<tr>
<td>14</td>
<td>Thursday</td>
<td>Begin 50% withdrawal refund for second 5-week session</td>
</tr>
<tr>
<td>18</td>
<td>Monday</td>
<td>Begin 60% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td>20</td>
<td>Wednesday</td>
<td>Second Student Health Warnings for summer session two for students not in compliance</td>
</tr>
<tr>
<td>25</td>
<td>Monday</td>
<td>Begin 40% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td>26</td>
<td>Tuesday</td>
<td>Begin 0% withdrawal refund for second 5-week session</td>
</tr>
<tr>
<td>27</td>
<td>Wednesday</td>
<td>Third Student Health Warnings for summer session two for students not in compliance</td>
</tr>
</tbody>
</table>

### August 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Monday</td>
<td>Begin 20% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday</td>
<td>Student Health registrations Withdrawal for summer session two for students not in compliance</td>
</tr>
<tr>
<td>5</td>
<td>Friday</td>
<td>Begin 0% withdrawal refund for second 6-week session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last Day to withdrawal from second 5-week classes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Grading Available in MyCanisius</td>
</tr>
<tr>
<td>6</td>
<td>Saturday</td>
<td>Second 5-week Session Classes End</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday</td>
<td>Second 5-week classes grades due</td>
</tr>
<tr>
<td>12</td>
<td>Friday</td>
<td>Last day to withdrawal from second 6-week and 12-week classes</td>
</tr>
<tr>
<td>13</td>
<td>Saturday</td>
<td>Second 6-week and 12-week Session Classes End</td>
</tr>
<tr>
<td>17</td>
<td>Wednesday</td>
<td>Second 6-week classes grades due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online grading turned off</td>
</tr>
</tbody>
</table>

### Fall 2022

#### August 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Monday</td>
<td>New Faculty Orientation</td>
</tr>
<tr>
<td>24</td>
<td>Wednesday</td>
<td>Adjunct Faculty Orientation (tentative date)</td>
</tr>
</tbody>
</table>

#### September 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Friday</td>
<td>Last day to apply for a course through Pass/Fail Program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Last day to Drop/Add a Course (freshmen only)</td>
</tr>
<tr>
<td>3</td>
<td>Saturday</td>
<td>Last day to Drop/Add a Course (upperclassmen)</td>
</tr>
<tr>
<td>5</td>
<td>Monday</td>
<td>Labor Day - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For Anthrozoology Graduate students only: Drop/add ends at midnight</td>
</tr>
<tr>
<td>6</td>
<td>Tuesday</td>
<td>Withdrawal from courses begins (all divisions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 90% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 50% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deadline for submitting Spring 2023 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses</td>
</tr>
<tr>
<td>7</td>
<td>Wednesday</td>
<td>First Student Health Warnings for students not in compliance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 30% withdrawal refund for Counselor Education session one</td>
</tr>
<tr>
<td>9</td>
<td>Friday</td>
<td>Spring 2023 Scheduling begins in CourseLeaf/CLSS</td>
</tr>
<tr>
<td>13</td>
<td>Tuesday</td>
<td>Begin 50% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 20% withdrawal refund for Educational Technologies, Graduate and Professional Studies session one</td>
</tr>
<tr>
<td>14</td>
<td>Wednesday</td>
<td>Mass of the Holy Spirit (Please note that any classes that normally meet on a Monday, Wednesday, and Friday pattern do not meet on this day. Classes that normally meet on Wednesday only or on a Monday and Wednesday pattern will still meet on this day.) (TENTATIVE DATE)</td>
</tr>
<tr>
<td>20</td>
<td>Tuesday</td>
<td>50% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin no withdrawal refund for Educational Technologies, Graduate and Professional Studies session one</td>
</tr>
<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
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<tr>
<td>--------</td>
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<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>21</td>
<td>Wednesday</td>
<td>Third Student Health warnings for students not in compliance</td>
</tr>
<tr>
<td>26</td>
<td>Monday</td>
<td>All spring 2023 schedules are due in CourseLeaf/CLSS</td>
</tr>
<tr>
<td>27</td>
<td>Tuesday</td>
<td>Begin 25% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td>28</td>
<td>Wednesday</td>
<td>Student Progress Report Submission by Faculty Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Health Registration Withdrawal for Students not in Compliance</td>
</tr>
<tr>
<td>30</td>
<td>Friday</td>
<td>Counselor Education Session One Ends</td>
</tr>
</tbody>
</table>

**October 2022**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Monday</td>
<td>Counselor Education Session Two Begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring 2023 advisement guide due</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>Grades Due for Counselor Education Session One</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Progress Report Submission by Faculty Ends</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>Email to Designated Students Regarding Student Progress Reports</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Progress Report Meetings With Advisors Begin</td>
</tr>
<tr>
<td>10</td>
<td>Monday</td>
<td>Fall Holiday - No Classes (Administrative Offices Closed)</td>
</tr>
<tr>
<td>11</td>
<td>Tuesday</td>
<td>Fall Holiday - No Classes (Administrative Offices Open)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25% withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td>12</td>
<td>Wednesday</td>
<td>Begin 30% withdrawal refund for Counselor Education session two</td>
</tr>
<tr>
<td>14</td>
<td>Friday</td>
<td>Spring 2023 Schedule and Advisement Guide Online</td>
</tr>
<tr>
<td>19</td>
<td>Wednesday</td>
<td>Begin no withdrawal refund for Counselor Education session two</td>
</tr>
<tr>
<td>21</td>
<td>Friday</td>
<td>Student Progress Report Meetings with Advisors Ends</td>
</tr>
<tr>
<td>22</td>
<td>Saturday</td>
<td>Educational Technologies, Graduate and Professional Studies session one ends</td>
</tr>
<tr>
<td>24</td>
<td>Monday</td>
<td>Educational Technologies, Graduate and Professional Studies session two begins</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate Registration for Spring 2023 begins at 8:30am</td>
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<tr>
<td></td>
<td></td>
<td>Anthrozoology Graduate Registration for Students with 18.0 or more earned credits</td>
</tr>
<tr>
<td>25</td>
<td>Tuesday</td>
<td>Begin no withdrawal refund (full-term classes)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Undergraduate registration for Spring 2023 begins for students with 84.0 or more</td>
</tr>
<tr>
<td></td>
<td></td>
<td>earned credit hours at 7:30am</td>
</tr>
<tr>
<td>26</td>
<td>Wednesday</td>
<td>Grades due for Educational Technologies, Graduate and Professional Studies session</td>
</tr>
</tbody>
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**November 2022**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>Undergraduate Registration for Spring 2023 begins for students with 54.0-83.0 earned credit hours at 7:30am</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>First Student Health warnings for students not in compliance in Educational Technologies, Graduate and Professional Studies session two</td>
</tr>
<tr>
<td>4</td>
<td>Friday</td>
<td>Counselor Education Session Two Ends</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Begin 20% Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two</td>
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<td></td>
<td></td>
<td>Counselor Education Session Three Begins</td>
</tr>
<tr>
<td>8</td>
<td>Tuesday</td>
<td>Undergraduate Registration for Spring 2023 for students with 24.0-53.9 Earned Credits at 7:30am</td>
</tr>
<tr>
<td>9</td>
<td>Wednesday</td>
<td>Grades Due for Counselor Education Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Second Student Health Warning for Students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Deficiency Reporting Submissions Ends</td>
</tr>
<tr>
<td>10</td>
<td>Thursday</td>
<td>Deficiency Email Sent to Designated Students</td>
</tr>
<tr>
<td>11</td>
<td>Friday</td>
<td>Veterans Day (classes in session)</td>
</tr>
<tr>
<td>14</td>
<td>Monday</td>
<td>Begin No Withdrawal Refund for Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>15</td>
<td>Tuesday</td>
<td>Undergraduate Registration for Spring 2023 for students with 0-23.9 earned credits at 7:30am</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday</td>
<td>Begin 30% withdrawal refund for Counselor Education session three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Third Student Health Warning for students not in compliance in Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td>18</td>
<td>Friday</td>
<td>Last Day to Withdraw from Classes</td>
</tr>
</tbody>
</table>
### Thanksgiving Holiday
- **Wednesday, November 24:** Thanksgiving Holiday - No Classes (Administrative Offices Open)
- **Thursday, November 25:** Thanksgiving Holiday - No Classes (Administrative Offices Closed)
- **Friday, November 26:** Thanksgiving Holiday - No Classes (Administrative Offices Closed)

### Winter Break
- **Monday, December 28:** Classes Resume
- **Monday, December 28:** First Day to Withdraw from a course through Pass/Fail Program

### December 2022
- **Friday, December 2:** Deadline for submitting Summer/Fall 2023 Core Curriculum, New Course and Course Revision Proposals in CIM for Courses
- **Thursday, December 8:** Undergraduate Classes End
- **Friday, December 9:** Undergraduate Reading Day (No Classes)
- **Saturday, December 10:** Graduate Classes End
- **Monday, December 12:** Final Grade Entry Available in MyCanisius
- **Wednesday, December 14:** Summer/Fall 2023 Scheduling begins in CourseLeaf/CLSS
- **Friday, December 16:** Undergraduate Final Exams End
- **Saturday, December 17:** Counselor Education Session One Ends

### February 2023
- **Wednesday, February 1:** Degree Conferral for Fall Completers
- **Tuesday, February 7:** 50% withdrawal refund (full-term classes)
- **Friday, February 10:** Summer & Fall 2023 Schedule and Advisement Guide Online
- **Monday, February 13:** Summer Registration Begins (All Students)
- **Wednesday, February 15:** Student Progress Report Submission By Faculty Begins
- **Friday, February 17:** Counselor Education Session One Ends
- **Monday, February 20:** Presidents’ Day Holiday - No Classes (Administrative Offices Closed)

### Spring 2023

#### January 2023
- **Monday, January 2:** Administrative Offices Reopen
- **Monday, January 16:** Martin Luther King Jr. Day - No Classes (Administrative Offices Closed)
- **Tuesday, January 17:** Spring Classes Begin (All Divisions)

#### February 2023
- **Wednesday, February 1:** Degree Conferral for Fall Completers
- **Tuesday, February 7:** 50% withdrawal refund (full-term classes)
- **Monday, February 13:** Summer Registration Begins (All Students)
- **Wednesday, February 15:** Student Progress Report Submission By Faculty Begins
- **Friday, February 17:** Counselor Education Session One Ends
- **Monday, February 20:** Presidents’ Day Holiday - No Classes (Administrative Offices Closed)
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>21</td>
<td>Tuesday</td>
<td>Presidents’ Day Holiday - No Classes (Administrative Offices Open)</td>
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<tr>
<td></td>
<td></td>
<td>Begin 25% withdrawal refund (full-term classes)</td>
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<tr>
<td></td>
<td></td>
<td>Graduate Registration for Fall 2023 begins at 8:30am</td>
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<tr>
<td>22</td>
<td>Wednesday</td>
<td>Grades Due for Counselor Education Session One</td>
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<tr>
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<td></td>
<td>Student Progress Report Submission by Faculty Ends</td>
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<td></td>
<td>Counselor Education Session Two Begins</td>
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<tr>
<td>23</td>
<td>Thursday</td>
<td>Email to Designated Students Regarding Student Progress Reports</td>
</tr>
<tr>
<td>24</td>
<td>Friday</td>
<td>Student Progress Report Meetings with Advisors Begins</td>
</tr>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>25% withdrawal refund (full-term classes)</td>
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<tr>
<td></td>
<td></td>
<td>Undergraduate registration for Fall 2023 begins for students with 72.0 or more earned credit hours at 7:30am</td>
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</tbody>
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**March 2023**

<table>
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<tr>
<th>Date</th>
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<th>Event</th>
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<tbody>
<tr>
<td>1</td>
<td>Wednesday</td>
<td>Begin 30% withdrawal refund for Counselor Education Session Two</td>
</tr>
<tr>
<td>3</td>
<td>Friday</td>
<td>Student Progress Report Meetings with Advisors Ends</td>
</tr>
<tr>
<td>7</td>
<td>Tuesday</td>
<td>Undergraduate Registration for Fall 2023 begins for students with 42.0-71.9 earned credit hours at 7:30am</td>
</tr>
<tr>
<td>8</td>
<td>Wednesday</td>
<td>Begin No withdrawal refund for Counselor Education Session Two</td>
</tr>
<tr>
<td>11</td>
<td>Saturday</td>
<td>Educational Technologies &amp; Professional Studies Session One Ends</td>
</tr>
<tr>
<td>13</td>
<td>Monday</td>
<td>Anthrozoology Fall 2023 Graduate Registration For Students With more than 18.0 Earned Credit Hours</td>
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<tr>
<td></td>
<td></td>
<td>Educational Technologies, Graduate and Professional Studies Session Two Begins</td>
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<td></td>
<td></td>
<td>Faculty Deficiency Reporting Submission Begins</td>
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<tr>
<td>14</td>
<td>Tuesday</td>
<td>Begin No Withdrawal Refund (full-term classes)</td>
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<tr>
<td></td>
<td></td>
<td>Undergraduate Registration for Fall 2023 for students with 0-41.9 Earned Credits at 7:30am</td>
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<tr>
<td>15</td>
<td>Wednesday</td>
<td>Grades Due For Educational Technologies, Graduate and Professional Studies Session One</td>
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<td></td>
<td></td>
<td>Faculty Deficiency Reporting Submission Begins</td>
</tr>
<tr>
<td>18</td>
<td>Saturday</td>
<td>Drop/Add Ends for Educational Technologies, Graduate and Professional Studies Session Two</td>
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</tbody>
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**April 2023**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
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<tbody>
<tr>
<td>3</td>
<td>Monday</td>
<td>Begin No Withdrawal Refund For Educational Technologies, Graduate and Professional Studies Session Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Begin 30% withdrawal refund for Counselor Education Session Three</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counselor Education Session Three Begins</td>
</tr>
<tr>
<td>5</td>
<td>Wednesday</td>
<td>Easter Holiday - No Classes (Administrative Offices Open)</td>
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<tr>
<td></td>
<td></td>
<td>Third Student Health Warning For Students Not In Compliance In Educational Technologies, Graduate and Professional Studies Session Two</td>
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<tr>
<td></td>
<td></td>
<td>Grades Due for Counselor Education Session Two</td>
</tr>
<tr>
<td>6</td>
<td>Thursday</td>
<td>Easter Holiday - No Classes (Administrative Offices Open)</td>
</tr>
<tr>
<td>7</td>
<td>Friday</td>
<td>Easter Holiday - No Classes (Administrative Offices Closed)</td>
</tr>
</tbody>
</table>
district, a historic and conveniently-located residential neighborhood in Buffalo has been home to Canisius for 150 years. Located in the Hamlin Park north-central Buffalo, the college campus spans 72 acres and is comprised of 15 academic and administrative buildings, three athletic complexes and five residence halls.


Our Mission
Canisius College, a Catholic and Jesuit university, offers outstanding undergraduate, graduate and professional programs distinguished by transformative learning experiences that engage students in the classroom and beyond. We foster in our students a commitment to excellence, service and leadership in a global society.

At the Core of Our Mission
Catholic & Jesuit
Canisius is an open, welcoming university where our Catholic, Jesuit mission and identity are vitally present and operative. It is rooted in the Catholic intellectual tradition’s unity of knowledge and the dialogue of faith and reason. Founded by the Society of Jesus as a manifestation of its charism, Canisius espouses the Jesuit principles of human excellence, care for the whole person, social justice, and interreligious dialogue. Jesuit spirituality calls us to seek God in all things and Jesuit education aims to form students who become men and women for and with others.

Transformative Learning & Student Engagement
Steeped in Jesuit ideals, our undergraduate and graduate academic programs are distinguished by academic excellence, student-faculty interaction, and a variety of experiential learning opportunities that engage students and transform mind and spirit. Our undergraduate core curriculum enriches students’ academic pursuits and delivers a strong foundation in liberal arts, critical thinking, and diversity. Graduate and professional programs promote the application of theory to practice.

Service & Leadership
Benefiting from academically-rich, values-based experiences in their interactions with faculty, staff, and community members, students develop their abilities to lead and inspire others. At Canisius, students practice these leadership skills in the classroom and through co-curricular activities in ways that animate our Jesuit values to serve others and benefit our world.

Our Values
Canisius College is committed to the following values that emerge from our Catholic, Jesuit mission to guide all of our decisions and actions:

- Curas personalis, care and respect for the whole person, and a holistic approach to education

About Canisius

About Canisius
Consistently ranked among the top regional institutions in the Northeast, Canisius is the premier private university in Western New York and one of 27 Jesuit, Catholic universities in the nation. Founded in 1870 by German Jesuits, Canisius is named for St. Peter Canisius, a renowned Dutch educator and one of the original members of the Society of Jesus.

A masters-level, comprehensive university, Canisius promotes the Jesuit principles of academic excellence, service and leadership through a broad range of learning experiences and a distinct core curriculum that is grounded in the liberal arts.

Buffalo has been home to Canisius for 150 years. Located in the Hamlin Park district, a historic and conveniently-located residential neighborhood in 
- A dedication to the pursuit of magis, excellence, service, and innovation
- Principled leadership and personal accountability
- An individual and institutional responsibility to work for social justice and transform suffering and injustice in the world
- A deep respect for the natural world, and a commitment to its responsible stewardship.

Our Vision
Canisius will be the leading educational choice for those who seek innovative learning opportunities rooted in our Jesuit mission and values.

Canisius seeks to:
- Be a vibrant and progressive university committed above all else to academic excellence and the authentic search for truth.
- Embrace its Catholic, Jesuit identity as its defining characteristic and be committed to enhancing and enriching that identity.
- Recruit faculty with outstanding credentials and foster academic excellence through extraordinary teaching and scholarship.
- Embrace its urban roots in Buffalo, New York and become more engaged with the world around it by addressing issues and challenges in the neighborhood, city, region, nation, and world.
- Engage alumni and friends and draw them into a deeper lifelong relationship with the university.
- Be committed to quality and continuous improvement in everything that we do.

Academic Programs
Canisius has been preparing students for meaningful careers and lives for almost 150 years. We do it through exceptional teaching, extraordinary opportunities for hands-on learning, and through a supportive community that is invested in students and their goals. Canisius is highly accredited and recognized for excellence in teaching, curriculum and outcomes in each of its three schools: College of Arts & Sciences (https://www.canisius.edu/academics/our-schools/college-arts-sciences/), School of Education & Human Services (https://www.canisius.edu/academics/our-schools/school-education-human-services/) and the Richard J. Wehle School of Business (https://www.canisius.edu/academics/our-schools/richard-j-wehle-school-business/).

Canisius offers students undergraduate curricula leading to the degrees of Bachelor of Arts (BA), Bachelor of Science (BS) and Associate of Arts (AA) in more than 100 majors (http://catalog.canisius.edu/undergraduate/majors/), minors (http://catalog.canisius.edu/undergraduate/minors/), and special programs (http://catalog.canisius.edu/undergraduate/special-programs/) to create a path that is uniquely suited to their interests and career goals. Graduate students can select from 35 outstanding master’s and certificate programs (http://catalog.canisius.edu/graduate/programs/) including an array of degrees offered fully online. (https://www.canisius.edu/online/courses-programs/)

Faculty
Regardless of the program of study, students will find experienced faculty who are committed to providing a challenging yet supportive environment to help them reach their goals. The college seeks faculty members known to be creative and energetic teachers who also seek to engage their students in their research and scholarship. With modest class size the norm (the student-faculty ratio is 11:1), interaction between students and faculty makes for an easy and natural learning and working environment, in which professors take a personal interest in their students. Moreover, 98 percent of faculty at Canisius hold a PhD or other terminal degree.

Accreditation
Canisius College is accredited by numerous national organizations. These accreditations serve as testament to the excellent quality of a Canisius education.

Canisius is an accredited member of the Middle States Commission on Higher Education. The college’s Middle States accreditation was reaffirmed in 2015.

All of the college’s programs are registered by the Regents of the University of the State of New York through the State Education Department.

The Richard J. Wehle School of Business is the largest private institution in Western New York accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The college has held this distinction of excellence since 1977. AACSB is earned by the best business schools in the world, and only five percent of business schools worldwide meet the rigorous standards of AACSB International Accreditation.

The chemistry major is accredited by the American Chemical Society.

The programs of the School of Education and Human Services designed to prepare students for school-based careers are accredited by the Association for Advancing Quality in Educator Preparation. The agency praised the college for “displaying the high quality necessary to be granted national accreditation” and noted its programs “met rigorous standards set forth by the education community.”

The Graduate Programs in Counseling are accredited by the Council for the Accreditation of Counseling and Related Educational Programs.

The Griff Center for Student Success
The Griff Center for Student Success provides comprehensive programs, services, and resources to support student academic and career success and a transformative learning experience grounded in our Catholic, Jesuit mission. The Griff Center is a hub for academic advisement, career advisement, accessibility support, and more. (https://www.canisius.edu/student-experience/student-support-services/griff-center/career-services/).
center/student-accessibility-services/), and has staff ready to assist students to become successful lifelong learners.

**Campus Ministry**
The Office of Campus Ministry (https://www.canisius.edu/faith-and-service/campus-ministry/) is responsible for the spiritual life on campus and espouses the Jesuit principles of human excellence, care for the whole person and social justice. And while Canisius is a school steeped in Catholic, Jesuit tradition, we welcome, respect and encourage interreligious dialogue from people of all faith traditions.

Through the Campus Ministry Office, students explore the depths of the human perspective through the lens of Ignatian and Catholic spirituality, as well as other religious denominations. This is accomplished through retreats (https://www.canisius.edu/faith-and-service/campus-ministry/retreats/), service immersion trips (https://www.canisius.edu/faith-and-service/campus-ministry/service-immersion-experiences/) and community service (https://www.canisius.edu/faith-and-service/campus-ministry/local-community-service/).

**The Andrew L. Bouwhuis (ALB) Library**
The quality of any educational institution is determined largely by the proficiency of its faculty and the excellence of the information resources available to support the curriculum.

Canisius students have at their disposal an excellent library collection to support student research. The library also subscribes to thousands of full text electronic journals, and hundreds of article databases and print journals. Electronic resources can be accessed from computer labs and residence halls on campus and remotely from any connected device. A substantial complement of equipment, including computers, printers, cameras (digital still or video), projectors, headphones (with or without microphones); e-book readers and SmartBoards are also available to students.

The library is outfitted with a variety of study and workspaces; a Curriculum Materials Center for K-12 teacher training; group workrooms; audio-visual areas to practice presentations; and a Tim Hortons coffee shop.

The Rev. J. Clayton Murray, S.J. Archives & Special Collections, located in the library, houses information related to the history of Canisius College. It also holds unique materials with strengths in civil rights and social justice, Catholicism, philosophy, local history, and rare books dating to the 15th century. Visitors and researchers are welcome.

**Computer Facilities**
Wireless networking is available across campus and there are several Internet Plazas where students can check their electronic mail, access the web or utilize the extensive online research databases provided by the Andrew L. Bouwhuis Library. Additionally, residence halls are wired for satellite TV and Internet access.

Instructional computing facilities include over 300 personal computers, as well as scanners and printers. Computers in student labs are equipped with word processing, spreadsheet, database, presentation, web development, and statistical analysis software.

Canisius College supports an extensive website and portal (myCanisius) that includes web-based electronic mail, course materials, course discussion boards and course registration. The myCanisius portal can be reached from the Canisius web site (http://www.canisius.edu).

Most instructors post course materials in our learning management system, Desire2Learn (D2L), which is accessed through myCanisius.

The ITS Help Desk is available for walk-up assistance in the Library, by phone at 716-888-8340, or by email (helpdesk@canisius.edu).

**Koessler Athletic Center**
The focal point of all campus sports activity is the Koessler Athletic Center (https://www.canisius.edu/about/campus/signature-facilities/). Better known as “the KAC,” the center houses the Physical Education and Athletic departments, and is the site of intercollegiate, intramural, recreation and local high school sporting events.

The KAC is comprised of a multi-purpose gymnasium, swimming pool, training room, rehabilitation room, a weight room, several classrooms and offices for the departments of Athletics and Kinesiology. It is also home to the Canisius College Sports Hall of Fame.

Adjacent to the KAC is the Patrick Lee Student Athletic Center, which is available to all Canisius students for recreational and intramural activities. The facility has two full basketball courts, three volleyball courts and an indoor batting cage.

Directly adjacent to the KAC is the Demske Sports Complex, a multi-use, all-purpose, all-weather artificial A Turf field that is home to the Golden Griffin soccer, lacrosse, baseball and softball teams.

**Retention**
Retention from freshman to sophomore years has been as follows for the last five years:

- Class of 2017 – 86%
- Class of 2018 – 83%
- Class of 2019 – 83%
- Class of 2020 – 83%
- Class of 2021 – 85%
- Class of 2022 – 84%

As defined by the federal government, the retention rate is the percentage of first-time bachelor’s degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. Freshmen are defined as those who registered prior to their initial matriculation. Sophomores are those still registered following the drop/add period one year later.

**Non-Discrimination**
Canisius College does not discriminate on the basis of age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, veteran’s status, genetic predisposition or carrier status, or disability in administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Canisius admits students of any age, race, religion or creed, color, sex, national or ethnic origin, sexual orientation, marital status, or veteran’s status to all rights, privileges, programs and activities generally accorded or made available to students at the college. It continues to be the policy of Canisius College not to discriminate on the basis of handicap. No person is denied employment, admission, or access solely because of any physical, mental, or medical impairment which is unrelated to the ability to engage in the activities involved in the education requirements or occupation for which application has been made.
Admission Policies

All persons of ability and achievement are welcome in all divisions of Canisius College. Admissibility as students is determined based on aptitude, achievement and character.

Secondary School Preparation

The secondary school program of studies should include a minimum of 16 units of credit in academic subjects. The college considers academic subjects as those stressing intellectual development, including but not limited to English, social studies, science, mathematics and foreign language.

Applications for Freshman Admission

Candidates for freshman admission to the college should complete the admissions application either in paper form or online. Alternatively, students may submit the Common Application, which is given full and equal consideration. A complete application requires an official high school transcript, a school counselor recommendation, an essay and any other supporting documentation the student chooses to submit. Standardized test scores (SAT or ACT) are optional for freshmen applicants applying for Spring or Fall 2021. Records of homeschooling and GED must be submitted to the Office of Admission and are evaluated on a case-by-case basis.

Rolling Admission and Priority Notification

Canisius adheres to a rolling admissions policy, which allows students to apply at any time until the class is full. Canisius offers an early action deadline of November 1. Students who apply by this date will be notified of an admissions decision and scholarship award by December 15 or earlier. Students who do not apply by this date are encouraged to apply by March 1.

Condition of Admittance

Students who are accepted for freshman admission are admitted with the expectation that they will successfully complete their senior year of high school and graduate prior to enrollment at Canisius. Failure to graduate from high school or to maintain the academic standard for which admission has been granted are sufficient grounds to rescind an offer of admission to Canisius.

Early Admission Policy

Canisius College will accept approved candidates for early admission from high schools that officially approve of this policy and whose curricula are satisfactory. Early admission candidates are defined as students who have completed all or a majority of their high school graduation requirements in less than four years. Students applying for early admission must adhere to all freshmen admission policies.

Additional conditions for early admission are as follows:

1. Students must be recommended by their high school principal or counselor with the understanding that students will only be recommended if they have demonstrated excellence in academic achievement and motivation.
2. Students must have completed three years of their high school curriculum prior to enrollment at Canisius. Exceptions to this rule are very unusual.
3. Ordinarily, students must have reached their sixteenth birthday or will reach their sixteenth birthday by the end of the first semester of freshman year.

Candidate’s Reply Date Agreement — May 1

Canisius College adheres to the College Entrance Examination Board’s Candidates’ Reply Date Agreement (CRDA). According to this policy, students may submit their tuition (and housing) deposit upon receipt of their letter of acceptance or any time prior to and including May 1. The deposit is non-refundable after May 1.

International Students

International candidates for undergraduate admission should submit a completed application and certified transcripts from all secondary schools or colleges attended. Transcripts not in English should be accompanied by a certified English translation. International students whose native language is not English, and/or students whose primary language of instruction is not English, are required to submit an English language proficiency document or score. All documents should be submitted to the Office of Undergraduate Admissions.

In order to attend Canisius College, Canadian and other international students must receive a Certificate of Visa Eligibility (Form I-20). This form is issued by Canisius College after the student has submitted proof of the student’s ability to meet all educational and living expenses for the entire period of study. The student must provide this proof by filling out the Canisius College International Student Certification of Finances form, which includes a budget worksheet to help the student determine the total educational expenses. This form must have enough funds listed (in U.S. dollars) and verified to cover the full amount of the student’s educational and living expenses. This form must be submitted to the Office of Admissions.

Applicants with Criminal Backgrounds

Canisius College is committed to ensuring that students have the ability to benefit from the education received at the College. Certain affiliates associated with the college require that students placed in their facility for clinical/internship/field placement experiences clear a criminal background check prior to placement. Students whose background check reveals a criminal history may be prevented access to the clinical site, and as a result, the student may not have sufficient clinical experience to successfully complete the program. Additionally, licensing boards may deny the individual the opportunity to sit for an examination if an applicant has a criminal history.

Applications for Transfer Admission

Students who have graduated from high school and have completed at least three credit hours of post-secondary, college-level work as a matriculated student will be considered for transfer admission to Canisius College. Candidates for transfer admission should submit an application for transfer admission and submit official transcripts for all colleges attended. Candidates who have completed fewer than 24 credit hours of college level work at the time of application must also submit an official high school transcript. All applicants applying to the School of Education must submit an official high school transcript and SAT or ACT scores even if over 24 credit hours of college level work have been completed.
Adult Applicants
Applicants for freshmen or transfer admission who have had a break in their academic work must submit a statement of activity for the period representing the break in their education.

Dismissed Students
Academic policy at Canisius College prohibits acceptance of a student who has been academically dismissed from another college or university until one academic year after date of dismissal. Exceptions to this policy may be made after review of the applicant’s academic credentials by the appropriate academic dean.

Policies and Processes for Incoming Freshmen
Under the conditions indicated below, students may obtain credit for college-level courses delivered in high school through advanced placement exams, International Baccalaureate scores, CLEP exams, and submission of transcripts from accredited two- and four-year institutions. Requests for acceptance of such credits should be directed to the Office of Admissions for processing and then directed to the Griff Center for Academic Engagement who will consult with the major program or department as needed. A maximum of 30 credit hours will be granted to first-time freshmen enrolling directly from high school.

College Courses Delivered in High School Settings
Students who achieve a grade of C- or above will earn at least elective credit for classes offered in their high school by accredited colleges. An official college transcript must be received by Canisius College before credit can be awarded. All requests to use such credits to fulfill core curriculum or major requirements should be made to the Griff Center for Academic Engagement.

Advanced Placement Courses
Students achieving a 3 or higher on a College Entrance Examination Board Advanced Placement Test will normally earn at least elective credit toward a degree at Canisius College. (Canisius College reserves the right to deny credit for a 3 in a particular Advanced Placement Test if subsequent student performance in relevant courses at Canisius College has provided evidence that a 3 on that test does not demonstrate college level competence.) Core curriculum credit for such courses is subject to approval by the Office of Academic Affairs, and credit in the major is subject to approval of course equivalency by the major department or program. Official results of the exam must be sent from the College Board to Canisius College before credit can be awarded. All such requests should be directed to the Student Records and Financial Services Center who will consult with the major program or department as needed.

General Certificate of Education Advanced Level (GCE A Level) Credit
Students achieving a score of B or higher on a GCE A Level test will normally earn at least elective credit toward a degree at Canisius College. In some cases, the GCE A Level test will satisfy major or core curriculum requirements toward a degree at Canisius College. Department chairs determine course equivalencies and minimum scores and communicate them to the Office of Academic Affairs. The student may petition the relevant associate dean for GCE subjects that do not have approved equivalencies. Official exam score verification must be received from the Cambridge International before credit can be awarded.

College Level Examination Program
Students who are applying for admission or who are presently in attendance may obtain credit for previously completed examinations sponsored by the College Level Examination Program (CLEP) of the College Entrance Examination Board (CEEB). The minimum acceptable grades for these exams are "Pass" for exams graded Pass/Fail, “C” for exams with letter grades, and 50 on exams graded on a standard score scale of 20 to 80. Credit is not awarded for the CLEP general examinations. Credit in appropriate subject area exams is granted by the Student Records and Financial Services Center after the student has matriculated at the college. However, not all CLEP exams are acceptable as transfer credits. In addition, credits to be used in fulfilling departmental major requirements must first be approved in writing by the department chair. Students should plan to complete all their coursework at the college. Permission for matriculating students to take CLEP exams to fulfill degree requirements must be requested from the appropriate associate dean and will be granted only under extraordinary circumstances.

Regents College Examinations
Students who are applying for admission to Canisius College or who are presently in attendance may be eligible, under unusual circumstances, to receive college credit for previous experience through the Regents College Examination program. The minimum acceptable score on the examinations is 50. Students who have already taken such examinations must receive permission to use the credit from the appropriate assistant or associate dean.

Policies for Transfer Students
A transfer credit evaluation will be completed for transfer students who are accepted for admission to Canisius. A maximum of 60 credit hours may be transferred from two-year colleges and at least 60 more credit hours must be earned at Canisius in order to be awarded the bachelor’s degree. Students transferring from four-year institutions must complete at least 30 credit hours at Canisius, including at least 18 in their major, in order to earn the bachelor’s degree.

Transfer credit from accredited two- and four-year institutions of higher education is granted when the course objectives for the completed work are substantially the same as the course objectives at Canisius College. Transfer credit is awarded only for courses with a minimum grade of C- or better.

Teacher certification candidates must meet accreditation and New York State admission requirements. In addition, a grade of C or better is required to transfer courses listed as major courses in teacher education (including special education, adolescence education, and childhood education), physical education, and health education programs. Once transcripts have been submitted to and reviewed by the Office of Student Records, the student must meet with the appropriate associate dean to review the transfer credit, determine the appropriate major, and register for classes.

Canisius College has a variety of articulation and dual degree agreements with community and junior colleges throughout New York State. These agreements recognize specific programs and majors at the two-year institutions that allow students the most comprehensive transfer of courses and credits. Students at these institutions should consult with their academic counseling center for specific information on articulated programs and majors.

Policies for a Second Degree
Individuals may enroll in a second baccalaureate degree if they can demonstrate that a second bachelor’s degree is necessary for their career.
Individuals must fulfill the admissions requirements for the degree sought and must receive approval from the appropriate dean prior to matriculation in the program. These individuals, however, should be advised that in most cases it is unnecessary to receive a second baccalaureate degree; rather they merely need to complete a prescribed series of courses that apply to their career or life needs.

If they still wish to receive the second degree, the following policy will be the guideline: The credits received from the first bachelor's degree will be applied as transfer credit to the second degree. The first degree need not have been completed at Canisius. The minimum requirements for the second degree include the completion of a minimum of at least 30 credit hours at Canisius, with at least 18 credit hours of the courses being taken from the selected major. The student must complete all the departmental requirements for the degree, as well as the general graduation requirements, including a 2.00 grade point average for all courses taken at Canisius.

Individuals should meet with the appropriate dean or advisor to outline the program of courses necessary for the completion of the second degree.

**Matriculated Students**

Most undergraduate students enter the College as matriculants, i.e., as students who are enrolled in a specific program leading to an undergraduate degree. Each student is responsible for the completion of the requirements and course prerequisites in force in the student's program of study at the time of matriculation.

A student who interrupts matriculation for two or more semesters must apply for readmission and is bound by the requirements in force at the time of readmission. Completed courses with content that is no longer academically or professionally current may need to be repeated. The decision will be made at the discretion of the department chair and the associate dean. Please contact the admissions office for the current reapplication requirements.

**Non-Matriculated Students**

Non-matriculated students, i.e., individuals who are not working towards a degree at Canisius, may be approved for a maximum of 9 credit hours per semester. Courses requiring prerequisites may be taken only when supporting documents are presented at the time of application insuring that the prerequisite courses have been successfully completed. Non-matriculated students will receive the normal college credit for all work successfully completed.

Students enrolled on a non-matriculated basis who wish to enroll as matriculated students must submit all required admission documentation to the Office of Admissions based on their status as either a freshman or transfer student.

**Visiting Students**

Students from other colleges or universities who wish to attend Canisius for the purpose of transferring earned credits to their home institutions must apply for entrance through the Office of Undergraduate Admissions. An application for visitation must be accompanied by a letter of permission from the appropriate academic dean at the home institution. The letter, in substance, should state that the applicant has permission to take courses at Canisius for the purpose of transfer back to the home institution.

**Auditors**

Students wishing to audit courses at Canisius College must secure the approval of the Student Records and Financial Services Center. No credit is granted for an audited course. Responsibility for examination, assignments and attendance is determined by the faculty member teaching the course. No student will be permitted to change from audit to credit after the end of the add/drop period. Auditing fees are listed in the Tuition section of the current Undergraduate Catalog.

**Tuition, Fees, and Aid**

- Student Financial Aid (p. 24)
- Tuition & Fees (p. 30)

The Student Records and Financial Services Center handles most financial transactions between students and the college including tuition collection and payment plans, meal plan arrangements, parking permits, and the disbursement of work study paychecks. The center is located on the first floor of Bagen Hall. The center can also be reached by mail, phone, or email (studentservices@canisius.edu).

Mailing address:
Student Records & Financial Services Center
Canisius College
2001 Main Street
Buffalo, NY 14208

Phone number:
(716) 888-2600
(800) 238-8160

**Student Financial Aid**

The cost of financing a college education is an important consideration for both students and parents. A Canisius College education is affordable and can be made financially possible through the many types of financial assistance administered by the Student Records and Financial Services Center. The staff of this office is available to help both students and parents plan for the financing of a Canisius education.

Students seeking federal and state financial assistance or institutional funds must complete the Free Application for Federal Student Aid (FAFSA).

The FAFSA may be obtained online at the FAFSA website (https://www.fafsa.gov) and becomes available each year on October 1st for the next aid year. Returning students should complete their applications by April 15 for first-preference consideration. These dates are recommendations. However, students who do not meet these dates are urged to apply at any time for second consideration.

**General Eligibility Requirements**

To be considered for student financial aid, a student must:

1. Study at least half-time at an educational institution approved by the federal government. It may be located in New York, in another state, or in a foreign country.
2. Be a U.S. citizen or eligible non-citizen.
3. Be a resident of New York State for 12 months immediately preceding the first term for which the student is applying for aid (for New York State financial aid programs).
4. Be in good academic standing and making satisfactory academic progress.
5. Have no outstanding debt from a previous student loan default and must not owe a refund on any federal grant at any institution.
6. Demonstrate compliance with applicable Selective Service laws.
7. Demonstrate financial need or meet individual program or scholarship requirements.
8. Have never received a drug conviction while receiving aid or have satisfied federal requirements to reinstate eligibility after a drug conviction.

**Estimated Student Budget for the 2020-2021 Academic Year**

<table>
<thead>
<tr>
<th>Fee</th>
<th>Commuter</th>
<th>Resident</th>
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<tbody>
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<td>Tuition</td>
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<td>$28,630</td>
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<tr>
<td>Fees</td>
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<tr>
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<tr>
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<td>700</td>
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<tr>
<td>Transportation</td>
<td>800</td>
<td>800</td>
</tr>
<tr>
<td>Total</td>
<td>$34,930</td>
<td>$44,488</td>
</tr>
</tbody>
</table>

**Repeating a Course**

The repeating of a course may have an impact on a student’s financial aid. Once a student has received financial aid for a course for which they have obtained a passing grade, they may not receive New York State aid again for that course.

Therefore, students repeating a course in this instance should take care to enroll in enough credit hours in addition to the course to maintain their aid. For example: You are registered for 12 credits and 3 of those credits are for a repeated course. For New York State aid purposes (TAP, HEOP, Merit Scholarship, etc.) you are only taking 9 credits and are not eligible for state aid. You would need to register for 15 credits in order to keep your state financial aid.

Students repeating a failed course, or a course requiring a higher grade for your major requirement in order to graduate, may be able to receive aid for that repeated course. Students should confer with a member of the financial aid staff for guidance.

**Criteria for Student Financial Aid Consideration**

In order to be considered for student financial aid, students must matriculate. That is, they must have satisfied the entrance requirements and be following a prescribed program of study toward a degree. Non-matriculated students are students who are not pursuing a degree at Canisius College, but have met the college’s entrance requirements and have received the permission of the appropriate dean to take classes. Non-matriculated students are not eligible for financial aid.

Student Financial Aid awards are generally based on full-time attendance, which is at least 12 credit hours per academic semester. It is recommended that students contact the Student Records & Financial Services Center before reducing their academic load below 12 credit hours per semester in order to determine the effect on their financial aid. Students whose academic loads do fall below 12 hours per semester are required to contact the Student Records and Financial Services Center because it is very likely that the financial aid award will be affected. Certain aid programs are available to students who have enrolled part-time for at least six credit hours per semester. Students should contact the Student Records and Financial Services Center for further information.

**New York State Tuition Assistance Program**

The Tuition Assistance Program (TAP) is a state-funded program for New York State residents. It may be used only at approved post-secondary institutions within New York State. Grants range from $500 to $5,165 a year, based on the family’s net taxable income for the previous year. There is no competition for this award. To be eligible, students must be full-time matriculated students who meet the standards stated below. Students may receive only eight semesters of TAP as undergraduates. However, students enrolled in approved five-year programs are eligible for 10 semesters of undergraduate TAP. At this time, only HEOP (Higher Education Opportunity Program) is such an approved program at Canisius College. The following table illustrates the amount of a TAP award at Canisius.

<table>
<thead>
<tr>
<th>2020-2021 TAP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 New York State Net Taxable</td>
</tr>
<tr>
<td>under 7,000</td>
</tr>
<tr>
<td>8,000</td>
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<tr>
<td>9,000</td>
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<td>21,000</td>
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<tr>
<td>22,000</td>
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</tbody>
</table>

**Note:** To receive financial aid, a student must remain “in Good Academic Standing.” For further information, the student should read the section entitled Satisfactory Academic Standing.

**Other Information**

**Awards Notification**

Freshmen applicants who submit all necessary forms by February 15 are notified by the Student Records and Financial Services Center by March 1, or before the May 1 Candidate Reply Date. Upperclassmen and graduate students who submit applications by April 15 receive award notices by July 1. Students submitting applications after April 15 are notified as soon as possible.

**Over-Awards**

Each year a number of financial aid recipients are “over-awarded.” As a result, checks are withheld, and, in some cases, students are billed for funds already disbursed. This problem arises because of the length of time needed to match funds from various institutional sources and/or outside agencies against the individual student’s record. To avoid this problem, students are urged to notify the Student Records & Financial Services Center promptly when they receive additional funds from any source not listed in their award letters, or when a student changes his/her enrollment status.
The Federal Work-Study Program (FWS) is a federally funded program designed to offer students part-time employment while in school. It is available to both full-time and part-time (at least six hours) matriculating students. Students are employed on campus, ideally in work related to their academic and vocational goals. A student qualifying for Federal Work-Study employment may work between five and 15 hours a week during the academic year and up to 40 hours a week during the summer.

All job referrals are made by the Student Records and Financial Services Center.

**Federal Supplemental Educational Opportunity Grant**

The Federal Supplemental Educational Opportunity Grant (FSEOG) is a federally funded program administered by Canisius College and based on financial need. Recipients may be either full-time or part-time (at least six hours) matriculating students. At Canisius, grants range from $200 to $2,000 a year. This award is a grant, not a loan. FSEOG funds are limited. FSEOG will be awarded to students with exceptional financial need, that is, to students whose financial need exceeds 50 percent of the student budget under which they are evaluated. Priority will be given to students who have the lowest expected family contributions and/or who are eligible for the Federal Pell Grant Program.

**Return of Title IV Funds**

It is the policy of Canisius College to return federal funds which have been dispersed to an undergraduate student who has withdrawn or stopped attending the College to the Federal Title IV programs in compliance with the regulations of the Department of Education.

In order to be eligible for and retain federal financial aid (Title IV) funds, students must maintain enrollment in classes for the entire semester. Failure to do so results in a recalculation of aid funds and may result in a return of unearned Title IV funds.

If a student leaves the College prior to completing 60% of a payment period or semester, the Student Records and Financial Services Center will recalculate eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

\[
\text{Percentage of payment period or term completed} = \frac{\text{the number of days completed up to the withdrawal date}}{\text{total days in the payment period or semester}} \\
\text{Percentage of unearned Title IV funds.}
\]

If a student leaves the College prior to completing 60% of a payment period or semester, the Student Records and Financial Services Center will recalculate eligibility for Title IV funds. Recalculation is based on the percentage of earned aid using the following Federal Return of Title IV funds formula:

\[
\text{Aid to be returned} = (100\% - \text{percentage of earned aid}) \times \text{total amount of aid that could have been disbursed during the payment period or semester.}
\]

If a student earned less aid than was disbursed, the College will return a portion of the funds and the student will be required to return a portion of the funds. When Title IV funds are returned, the student borrower may owe a debit balance to the College.

If the student did not receive all of the funds that were earned prior to withdrawing, a post-withdrawal disbursement may be due. If the post-withdrawal disbursement includes loan funds, the student must give permission before the funds can be disbursed. The College may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges. Permission is required to use the post-withdrawal grant disbursement for all other College

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**Federal Financial Aid Programs**

The FAFSA and all requested income verification forms are the required forms for the following programs administered and/or awarded by Canisius College.

**Federal Pell Grant**

The Federal Pell Grant Program was legislated by the federal government through the 1972 Education Amendments and was amended by the Higher Education Opportunity Act of 2008.

In order to be eligible for this grant, a student must be a U.S. citizen or a permanent resident alien. All full-time and part-time matriculating students should apply for this grant. Federal Pell grants range from $639 to $6,345 depending on the amount of funds appropriated by the federal government each year. Individual family circumstances and the cost of education at the college being attended are also taken into consideration. The Free Application for Federal Student Aid (FAFSA) is available online at the FAFSA website (https://www.fafsa.gov).

Federal Pell Grant recipients are limited to the equivalent of six academic years of full-time study.

**Federal Work-Study Program**

The Federal Work-Study Program (FWS) is a federally funded program designed to offer students part-time employment while in school. It is available to both full-time and part-time (at least six hours) matriculating
charges. Students will be notified of post-withdrawal disbursement eligibility within 30 days of the date of withdrawal determination.

The College will return the Title IV funds within 45 days of the date it determines the student withdrew. Title IV funds will be returned to the Department of Education in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Parent (PLUS) Loan
4. Federal Pell Grant
5. Federal Supplemental Opportunity Grant
6. Other Title IV Assistance
7. Other state
8. Private and Institutional Aid
9. Student

**Merit Scholarships**

Canisius College funds renewable scholarships for incoming freshmen which range from $6,000 to $15,000 for the 2020-2021 school year. Among the scholarships awarded are the Ignatian Scholarships, the Trustee’s Scholarships, the Peter Canisius Scholarship, the Magis Scholarship, the Dean’s Academic Scholarships, and the Benefactor’s Scholarships.

These scholarships are awarded on the basis of SAT or ACT scores and high school records. A separate scholarship application is not required. In order to be eligible for one of these scholarships, a student must:

1. Be accepted for admission to Canisius; and
2. Take the SAT or ACT tests. (Scores for tests taken before December 31 of the senior year are preferred)

Freshmen who are offered these scholarships are required to maintain a 2.0 cumulative GPA at the college to retain their scholarship aid. Ignatian Scholarship recipients must maintain a 3.0 cumulative GPA. All applicants are encouraged to apply for financial aid.

**Martin Luther King Scholarships**

The purpose of the Martin Luther King Scholarship Program is to provide assistance to students who aspire to the goals of Dr. Martin Luther King. Recipients are awarded for $1,000 per year for 4 years of full-time study. Applicants must be accepted for admissions and submit a separate application, essay and letters of recommendation by the deadline.

**Other Programs**

**Higher Education Opportunity Program**

The Higher Education Opportunity Program (HEOP) is a New York State education program. The purpose of this program is to assist academically under-prepared and financially disadvantaged students. In order to qualify, students must meet specific criteria in each of these areas.

**Army ROTC Scholarship Program**

The purpose of the Army ROTC Scholarship Program is to assist outstanding students in paying for their college education while they complete requirements for a commission in the U.S. Army Reserves, the National Guard, or the United States Army. High school students interested in the four-year scholarship should contact their high school guidance counselors or the Professor of Military Science at Canisius College. Students may also apply on the Internet at www.goarmy.com/rotc.html. The application deadline is February 4 of the student’s senior year in high school.

Three- and two-year scholarships are also available to Canisius College students. Students should meet with the Army ROTC Enrollment Officer for details on how to compete for scholarships. This should be done at the beginning of each semester.

The scholarship covers tuition and mandatory fees. All qualifying students will also receive a flat rate of $500 for books, and a subsistence allowance ranging from $300-$500 per month for the length of the scholarship, based on the grade year.

Canisius College also provides a grant to assist resident ROTC Scholarship recipients with their room and board costs.

**Endowed Scholarships**

Endowed scholarships are permanently invested funds that provide a perpetual source of scholarship assistance to deserving students. These are made possible by endowed gifts, which yield an annual income sufficient to defray, in whole or in part, the tuition and fees of the student.

The annual income from endowed scholarships partially finances the scholarship program of Canisius College according to the wishes of the donors.

**Education Loans**

A loan is money the student borrows. It must be paid back. A loan is a serious obligation. Students should borrow only what they need. Education loans are for tuition and fees, room and board, books, transportation and personal expenses.

An education loan cannot exceed the student’s total educational costs minus other student financial aid and, if required, a family contribution. Education loans have lower interest rates than most other types of loans.

The Federal Direct Loan Program loans offered at Canisius College include:

- Federal Direct Student Loans (subsidized & unsubsidized)
- Federal Parent Loans for Students (Federal PLUS)

**Federal Direct Student Loans**

Federal Direct Student Loans are available to undergraduate students with demonstrated financial need. The maximum loan amounts available to undergraduates are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>$3,500 each year</td>
</tr>
<tr>
<td>Second Year</td>
<td>$4,500 each year</td>
</tr>
<tr>
<td>Third, Fourth &amp; Fifth Years +</td>
<td>$5,500 each year</td>
</tr>
</tbody>
</table>

**Note:** In addition, students may borrow an additional $2,000 in unsubsidized loan funds each year. Students are required to pay interest on this loan while they are attending school.

The total undergraduate Federal Direct amount (both subsidized and unsubsidized combined) cannot exceed $31,000.

Independent undergraduates may borrow up to an additional $4000 for their first and second years and $5000 for their third, fourth, and if necessary fifth year of study through the Federal Direct Unsubsidized Loan Program. Students are required to pay interest on this loan while they are in school. The total undergraduate Federal Direct Loan amount for
independent students (both subsidized and unsubsidized) cannot exceed $57,500.

Beginning July 1, 2013, first-time borrowers will be eligible for subsidized direct loans for a maximum of 150% of the publicized length of their program. For example: A student enrolled in a four-year program may receive subsidized direct loans for a maximum of six years. This limitation is not imposed on unsubsidized or PLUS loans. Aggregate limits still apply.

How to Get a Loan

Three factors must be considered to determine Federal Direct Loan eligibility: educational costs, other financial aid the student will receive, and the expected family contribution as determined through an approved needs-analysis system. Therefore, all students must submit a FAFSA before the Federal Direct Loan can be processed. A loan is usually for a single academic year. An online entrance interview must be completed before the loan is disbursed. Prior to graduation or withdrawal, the student must complete an online exit interview. The purpose of these interviews is to explain the rights and responsibilities, including repayment obligations.

The school must report these figures to the federal loan processor and certify the student’s enrollment status. Borrowers are required to complete an electronic Master Promissory Note (e-MPN). Information about the e-MPN and instructions for submission may be accessed at the Federal Student Aid website (https://www.studentloans.gov).

Paying Back a Loan

The student is responsible for:

1. Repayment of the amount borrowed;
2. Interest on the amount borrowed;
3. Fees paid at the time he/she receives the loan check.

When a student gets a loan, the terms of repayment are explained. Students must be sure that they understand all repayment terms before signing the loan’s promissory note. If the student fails to meet these terms, he/she is in default and the entire balance of the loan becomes due.

Costs

The interest rate for all Federal Direct Loans on which the first disbursement is made on or after July 1, 2020 (regardless of any previous loan history) will be the current fixed rate of 2.75%. For Subsidized loans, there are no interest payments while the student is in school. Students who borrow through the Unsubsidized Federal Direct Loan must begin to pay the interest while in school. An origination fee of 0.6% of the amount borrowed may be charged. The fees are removed from the loan amount at the time the loan is issued.

Federal Direct Parent Loans for Undergraduate Students (Federal Direct Plus)

These loans are for parents of financially dependent undergraduate students. Parents may borrow up to the cost of attendance minus financial aid per year per child. A student should apply for a Federal Direct Loan before the parent applies for Federal Direct PLUS. PLUS Loans may be applied for at www.studentloans.gov.

Costs

The interest rate for PLUS loans on which the first disbursement is made on or after July 1, 2020 will be the current fixed rate of 5.30%. Interest begins at the time of disbursement. An origination fee of up to 4.236% of the amount borrowed. The fees are removed from the loan amount at the time that the loan is issued.

Repayment

Repayment of the amount borrowed plus interest begins 60 days after the loan is fully disbursed. The minimum monthly payment is $50. Repayment must be completed within 5-10 years depending on how much the parent borrowed. Interest accrues immediately and repayment begins within 60 days of disbursement. However, parents may request an in-school deferment from the federal government if they wish. Repayment would then begin at graduation or separation from school.

Other Financing Options

The following options are available to assist students and their parents in financing a Canisius education:

1. Griffin Tuition Payment Plan: This plan allows parents to budget tuition payments over a full academic year. A semestery fee of $50 is charged. Further information is available at the Student Records and Financial Services Center.

2. Canisius College Installment Payment Plan: A student who is unable to pay his/her semester bill in full by the due date may pay the balance in monthly payments by signing a two-payment installment plan. Installment plans are subject to an administrative fee of $50. A 5% penalty fee on the total unpaid balance will be added if the plan remains unpaid after the due date.

Financial Aid Check List

To be evaluated for possible financial aid, the student must submit the following forms each academic year:

1. Free Application for Federal Student Aid (FAFSA) and a TAP application. The FAFSA is available online at www.fafsa.gov. The TAP application is available to New York State residents as a direct link when they file the FAFSA online or by visiting TAP on the WEB at www.hesc.ny.gov.

2. If requested, Federal Income Tax 1040 Form transcripts (parents and student) for the appropriate calendar year when necessary or other requested verification of income including child support. These items should be returned to the Student Records and Financial Services Center. Students are reminded that financial aid awarded for the freshman year or any other year does not guarantee aid for the following year. Students must re-apply for financial assistance each year.

Financial Assistance Information for Students

Section 485 of the Education Amendments of 1998 legislates that institutions participating in Title IV Student Aid Programs shall provide prospective and enrolled students with information about student aid at their respective institutions.

Canisius College has a Student Financial Aid Policy and Procedures Manual which is updated periodically. This manual describes the following:

1. Institutional, federal, and state student aid programs available at Canisius;
2. Procedures for awarding student aid at Canisius;
3. Application processes and deadline dates for the various student aid programs;
4. Student rights and responsibilities under the appropriate student aid programs;
5. Appropriate budgets, outlining an estimated cost of attendance, which includes tuition, fees, books and supplies, room and board on campus and other related costs;
6. Institutional refund policy; and
7. Academic standards needed to retain financial eligibility.

The Student Records and Financial Services Center (Bagen 106) will provide the above financial aid information upon request. Information pertaining to academic programs, special services available to the handicapped and institutional accreditation is explained elsewhere in the college catalog.

Satisfactory Academic Standing

To receive student financial aid, a student must remain “in Good Academic Standing.” This means that students must:

1. make satisfactory academic progress toward the completion of their program requirements and
2. pursue the program of study in which they are enrolled

The two elements of program pursuit and satisfactory academic progress must be met for each term of study in which an award is received.

Note: Satisfactory Progress

A student must acquire a minimum number of credits at each semester interval and a minimum cumulative GPA. Students must meet the following satisfactory progress standards based on a 4.0 grading system:

Undergraduate #1

Applies to students first receiving aid in 2007-08 through 2009-10 and HEOP students first receiving aid in 2007-08 and thereafter.

<table>
<thead>
<tr>
<th>Before being certified for aid for this semester:</th>
<th>A student must have accrued at least this many graded credits:</th>
<th>With at least this Cumulative Quality Point Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>3</td>
<td>1.1</td>
</tr>
<tr>
<td>3rd</td>
<td>9</td>
<td>1.2</td>
</tr>
<tr>
<td>4th</td>
<td>21</td>
<td>1.3</td>
</tr>
<tr>
<td>5th</td>
<td>33</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>45</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>60</td>
<td>2.0</td>
</tr>
<tr>
<td>8th</td>
<td>75</td>
<td>2.0</td>
</tr>
<tr>
<td>9th</td>
<td>90</td>
<td>2.0</td>
</tr>
<tr>
<td>10th</td>
<td>105</td>
<td>2.0</td>
</tr>
</tbody>
</table>

For example: Student A has accumulated 18 hours and has a 1.2 GPA. She is entering her fourth semester and fourth payment of aid and needs 21 hours and a 1.3 GPA. She is ineligible for New York State student aid because she does not meet the satisfactory progress requirements.

Undergraduate #2

Applies to students first receiving aid in 2010-11 and thereafter (with the exception of HEOP students)

<table>
<thead>
<tr>
<th>Before being certified for aid for this semester:</th>
<th>A student must have accrued at least this many graded credits:</th>
<th>With at least this Cumulative Quality Point Average:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>3rd</td>
<td>15</td>
<td>1.8</td>
</tr>
<tr>
<td>4th</td>
<td>27</td>
<td>1.8</td>
</tr>
<tr>
<td>5th</td>
<td>39</td>
<td>2.0</td>
</tr>
<tr>
<td>6th</td>
<td>51</td>
<td>2.0</td>
</tr>
<tr>
<td>7th</td>
<td>66</td>
<td>2.0</td>
</tr>
<tr>
<td>8th</td>
<td>81</td>
<td>2.0</td>
</tr>
<tr>
<td>9th</td>
<td>96</td>
<td>2.0</td>
</tr>
<tr>
<td>10th</td>
<td>111</td>
<td>2.0</td>
</tr>
</tbody>
</table>

For example: Student B has accumulated 18 credit hours and has a 2.0 GPA. He is entering his third semester of school and his third payment of aid. At this point, he needed nine hours and a 1.2 to maintain satisfactory progress. However, during his second semester, he completed only three credit hours. Consequently, he did not maintain the program pursuit aspect and is ineligible for his third payment.

Program Pursuit

This requirement applies to all undergraduate students regardless of which Satisfactory Academic Progress Chart they must follow.

A student must receive a passing or failing grade in a certain percentage of a full-time course load. The percentage increases from 50 percent of the minimum full-time load in each semester of study in the first year for which an award is made, to 75 percent of the minimum full-time load in each term of study in the second year for which an award is made, to 100 percent of the minimum full-time load in each term of study in the third and each succeeding year for which an award is made. Grades of W (indicating a student's withdrawal from a course) do not satisfy Program Pursuit requirements. Full-time students must meet the following requirements for Program Pursuit:

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>Before being certified for aid for this semester:</th>
<th>Minimum credit hours a student must have completed in the previous semester to meet Program Pursuit requirement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>3rd</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>9th</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>10th</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

For example: Student B has accumulated 18 credit hours and has a 2.0 GPA. He is entering his third semester of school and his third payment of aid. At this point, he needed nine hours and a 1.2 to maintain satisfactory progress. However, during his second semester, he completed only three credit hours. Consequently, he did not maintain the program pursuit aspect and is ineligible for his third payment.

Waivers

If a student fails to maintain program pursuit, fails to make satisfactory progress, or fails to meet both of these elements of good standing, the college may grant a waiver which would allow the student to receive financial aid for the next semester. A maximum of one waiver at the
undergraduate level and one at the graduate level may be awarded to a student. The waiver will not be automatic since it is intended to accommodate only extraordinary cases. Waiver policies are somewhat different for aid received under federal Title IV programs and aid received under New York State programs.

**Federal Programs**

Each student’s progress will be evaluated every semester. Students will be required to meet the academic standards as outlined in the college catalog. However, Canisius College will allow all students a one-time warning following their first adverse determination of satisfactory progress. During this warning period, the students still will be considered to be maintaining satisfactory progress and are eligible for federal Title IV funds. “The fact that a student was placed on warning must be made a part of his or her record.” (Source: official Federal Regulations.) A one-time warning period is defined as one academic semester.

Students not meeting satisfactory academic progress or program pursuit requirements will be placed on financial aid warning status for the ensuing semester of the student’s enrollment. Students will be allowed to retain their financial aid during the warning semester.

Financial aid suspension will occur following the semester of warning if the student fails to meet the required academic standards. Reinstatement of aid will occur when the minimum standards have again been earned. Students may use summer classes (at their own expense) to increase their GPA and/or their total credits earned sufficiently to reinstate their eligibility for financial aid. However, courses taken in the summer will not resolve a student’s unsatisfactory pursuit. Only courses taken at Canisius will affect a student’s GPA. Students must complete the requirements for a degree within 150 percent of the normal time allotted for program completion or within a maximum of six years. The following aid programs are subject to the conditions described above:

- Federal Pell Grant
- Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study (FWS)
- Federal Direct Student Loans (subsidized and unsubsidized)
- Federal Parent Loan for Undergraduate Students (Federal PLUS)

**New York State Programs**

A waiver may be granted if situations beyond a student’s control prevent the student from maintaining satisfactory academic progress or program pursuit. These situations must be documented. The waiver will be granted only when there is reasonable expectation that the student will be able to meet the successive steps for financial aid eligibility as specified in the tables above. Reasons for which waivers may be granted include:

1. personal medical problems;
2. family medical problems;
3. severe personal problems; and
4. other circumstances beyond the control of the student.

Any student wishing to request a waiver must submit to the associate dean of his/her division a written statement detailing the reasons why special consideration should be given. (A statement simply requesting a waiver is insufficient.)

The written statement must be postmarked no later than ten calendar days after the date of the notice of loss of financial aid eligibility. Documentation supporting the stated reasons for special consideration must be provided and should be included with the written statement or should be forthcoming from appropriate third parties or agencies. The student is responsible for requesting that all documentation be sent or brought to the associate dean. Documentation should indicate that the student’s problems have been directly responsible for his or her inability to meet the satisfactory progress and/or program pursuit requirements.

The appropriate associate dean will review the student’s written statement and supporting documentation. If additional information is needed, the associate dean may require an appointment with the student. A student will be informed of the associate dean’s decision within seven calendar days of receipt of the student’s written request. The associate dean will confer with any student being granted a waiver to ensure that the student is fully aware of his/her situation and that the student concurs with the granting of the waiver. The associate dean’s decision on the waiver request is final.

Award programs affected by this policy at Canisius College include the following student aid programs:

- Empire State Scholarship for Excellence;
- Tuition Assistance Program (TAP) Part-Time TAP;
- Children of Deceased and Disabled Veterans (CV) Award, Children of Deceased State Correction Officers, State Civilian Employees of a Correction Facility (AT), and Fire Fighter Award;
- Vietnam Veterans Tuition Award;
- Enhanced Tuition Award

Reinstatement of Canisius’ own institutional aid rests with the discretion of the Student Financial Aid Committee.

**Part-Time Students**

Part-time students may receive financial aid for up to twelve years, except when certain program limits have been reached. During each academic year of attendance as a part-time student, the student must maintain a cumulative quality point average comparable to that required of a full-time student, along with a comparable number of credits accumulated toward a degree.

**Summer School**

Students who lose eligibility for financial aid at the end of an academic year can sometimes make up the deficiency by attending summer school at their own expense. The Student Records and Financial Services Center should be consulted regarding the student’s intention to do so and should be supplied with a transcript of grades after the completion of courses. Only courses taken at Canisius will affect a student’s grade point average. Summer courses will not resolve a student’s unsatisfactory pursuit.

**Tuition & Fees**

**General Regulations**

*Note:* The information in this section is valid only for the academic year May 2020 through May 2021. For the most up-to-date numbers please visit the Canisius tuition and aid webpage ([https://www.canisius.edu/tuition-aid/](https://www.canisius.edu/tuition-aid/)).

All tuition charges, student fees, and room and board charges are assessed and collected by the Student Records and Financial Services Center, with the exception of the deposit fee for new students that is collected by the Office of Admissions. The Trustees of the college, when necessary, may
amend the tuition charges, fees and room and board charges. Tuition and fee rates at Canisius are the same for online and on-campus courses. Courses taught online offer the same excellent instructors, education, and support services as courses taught on-campus.

Tuition Deposits
All candidates for undergraduate admission must make a pre-registration deposit of $200 on or before the Candidate’s Reply Date of May 1. This deposit will be applied to the tuition bill of the first semester after the formal notice of acceptance. The entire deposit is forfeited if the student fails to enter the college or withdraws from the college before the completion of the semester.

Room Deposits
A $200 deposit is required of first time students occupying a room in one of the residence halls. The room deposit is non-refundable and is applied as a payment toward the spring semester student bill.

Payment of Tuition, Fees, and Room & Board
Tuition, fees, room and board are due on the date printed on the bill. Students must either:

- Pay the bill in full less NYS awards.
- Be enrolled in a payment plan.

Failure to do this by the close of business on the due date printed on the bill will result in a $100 Late Fee assessed monthly (max. $300). The Student Records and Financial Services Center is responsible for the assessment and collection of tuition and fees payable to Canisius College. All prior financial obligations to the College must be paid in full before registration will be permitted for any new semester. If payment or other arrangements are not made, the Student Records and Financial Services Center has the option of canceling the student’s registration.

Canisius College accepts for payment cash, check (US funds only), money orders, wire transfers, and checks over the telephone. Tuition payments can be made online with your checking or savings account. It is the college policy to write the student’s ID number on the face of the check or money order to ensure accurate posting. By submitting a check, please be aware that you are authorizing Canisius College to use information on your check to make a one-time electronic debit from your account at the financial institution indicated on your check. This electronic debit will be for the amount on the check. Funds may be withdrawn from your account as soon as the same day your payment is received and you will not receive your check back from your financial institution. Contact the Student Records and Financial Services Center if you have any questions about electronic check collection or options available if you do not want your payments collected electronically.

Checks for tuition payments should be mailed to:
Canisius College
Student Records and Financial Services Center
2001 Main Street
Buffalo, NY 14208

Make your check payable to Canisius College. Your student ID number must be clearly written on the check so that your tuition account is properly credited. All payments are credited on the day received.

Students personally guarantee and are responsible for all obligations to the college for tuition, fees and other charges. Students under the age of majority, under 18 in New York State, have by assumption received the personal guarantee of their parent(s) or guardian unless the student, the parent(s), or guardian notifies the college in writing of their invalidation of the personal and parental assumption of guarantee of all tuition, fees and other charges.

Any student who has an outstanding balance due the college is officially given notice that the college will withhold granting degrees and issuing grades, and discontinues the release of official transcript and academic records until all balances are paid in full. These students will also be subject to additional collection costs, attorneys’ fees, late fees, fines or interest charges on the unpaid balance. Failure to receive a bill in the mail is not sufficient grounds to appeal college policy. It is the responsibility of the student to check their account balance online and remit timely payment.

Students participating in a tuition remission, exchange, or consortium program are responsible for various charges and fees. Please consult your academic associate dean or financial aid specialist.

Withdrawal, Cancellation, and Refund
Unofficial withdrawal does not cancel an account. No withdrawal credit will be given to any student who does not fill out the proper withdrawal forms provided by the appropriate associate academic dean. No withdrawals will be accepted or withdrawal credit given over the telephone. Withdrawal credit or refunds of tuition will be given to those students whose bills are paid, or who have signed a Semester Payment Plan on or before the due date specified on the bill.

No refund of tuition, housing or board costs may be demanded as a matter of right when a student leaves the college or college owned housing without completing the semester in which enrolled. For a student to request a refund, the withdrawal must be authorized by the appropriate associate academic dean and/or the Director of Residence Life or designee by the filing of an official form, countersigned by the parent or guardian in the case of a freshman. If this is done, the student may request in writing a refund of tuition, housing, and/or board costs only according to the following schedule:

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Percentage Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of classes (Drop-and-Add Week)</td>
<td>100%</td>
</tr>
<tr>
<td>Second week of classes</td>
<td>90%</td>
</tr>
<tr>
<td>Third and fourth week of classes</td>
<td>50%</td>
</tr>
<tr>
<td>Fifth week through eighth week of classes</td>
<td>25%</td>
</tr>
<tr>
<td>After eighth week of classes</td>
<td>None</td>
</tr>
</tbody>
</table>

Fees are not refundable.

No refund of tuition will be granted to a full-time undergraduate student who withdraws from a course but continues attendance in other courses at the college, with the exception of drop-and-add week. Such students will be deemed to retain full-time status. Refunds of tuition will be calculated from the date on which the withdrawal is approved by the appropriate academic dean. The refund will be sent to the student within thirty days of approval. Full tuition and fees will be refunded in the event of cancellation of a student’s enrollment because of an error on the part of the college. Any individual remaining enrolled may terminate the room and board agreement only under special circumstances approved by the Office of Student Life. The same schedules noted above will be used to determine the final bill for housing and board costs, as specified in the Room and Board Contract.
Outstanding Financial Obligations
Any outstanding financial obligation which a student owes to the college can prevent the student from registering for courses or making schedule adjustments after registration.

The following types of outstanding financial obligations can cause a financial hold to be placed on a student’s record and stop registration transactions:

1. Any outstanding tuition, default on payment plans, late charges, write-offs or delinquent NDSL/Perkins loans and Peter Canisius loans;
2. Library — any late fines or replacement fees for books not returned;
3. Residence Life residence hall damage fees;
4. Koessler Athletic Center fees for lost or damaged equipment.

In order to clear a financial hold, a student must pay the obligation due at the appropriate office or make suitable payment arrangements with that office. A student must clear ALL financial holds in order to register for classes, make schedule changes, receive or send transcripts or view their transcripts online.

Governmental Programs
Students who attend Canisius College under the provision of Public Laws 16, 346, 550, or 894 and those under the sponsorship and benefits of other government agencies are subject to regulations governing certified papers from the Department of Veterans Affairs or other appropriate government agencies. They must present these papers to the Student Records and Financial Services Center.

Deferred Tuition Payments
Students desiring a tuition deferment or monthly installments in paying their tuition may enter into a Semester Payment Plan with the college. If a student wishes to utilize the Semester Payment Plan, he/she must enroll in the plan by the due date on the bill. All Semester Payment Plans are subject to an administration fee and a penalty fee if the balance is not paid in full by the payment plan’s final due date. Once enrolled in a Semester Payment Plan, the administration fee will be added to the tuition bill and the remaining balance is due in accordance with the terms of the agreed upon plan.

Full-Time Students
A full-time undergraduate student is one who is registered for at least 12 credit hours in a semester.

Part-Time Students
A part-time undergraduate student is one who is registered for less than 12 credit hours in a semester.

Undergraduate Tuition for Fall and Spring Semesters
Effective May 2020 through May 2021

<table>
<thead>
<tr>
<th>Tuition for Undergraduate Students in All Curricula</th>
<th>$14,315</th>
<th>$28,630</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students (12-18 credit hours)</td>
<td>$900.00/credit hour</td>
<td></td>
</tr>
<tr>
<td>Part-time students</td>
<td>$900.00/credit hour</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuition for Auditing Courses</th>
<th>$450/credit hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit by Alumni &amp; Parents of Students(^1) (^2)</td>
<td>$60/course</td>
</tr>
<tr>
<td>Audit by Senior Citizens (no course limit)(^1) (^2)</td>
<td>$50.00/semester</td>
</tr>
</tbody>
</table>

\(^1\) On a space-available basis.  
\(^2\) No fees, except for laboratory, are charged.

Housing Rates

<table>
<thead>
<tr>
<th>Room Rates</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bosch/Frisch — Double</td>
<td>$2,999.00</td>
<td>$5,998.00</td>
</tr>
<tr>
<td>Bosch/Frisch — Suite</td>
<td>$3,474.00</td>
<td>$6,948.00</td>
</tr>
<tr>
<td>Bosch/Frisch Corner Suite</td>
<td>$3,596.00</td>
<td>$7,192.00</td>
</tr>
<tr>
<td>Delavan Townhouses 2 &amp; 3 person</td>
<td>$4,315.00</td>
<td>$8,630.00</td>
</tr>
<tr>
<td>Delavan Townhouses 4 &amp; 5 person</td>
<td>$3,815.00</td>
<td>$7,630.00</td>
</tr>
<tr>
<td>Dugan Single</td>
<td>$4,025.00</td>
<td>$8,050.00</td>
</tr>
<tr>
<td>Dugan — Suite</td>
<td>$3,661.00</td>
<td>$7,322.00</td>
</tr>
<tr>
<td>Village Townhouses 5</td>
<td>$3,852.00</td>
<td>$7,704.00</td>
</tr>
<tr>
<td>Village Townhouses 2 Person</td>
<td>$4,399.00</td>
<td>$8,798.00</td>
</tr>
</tbody>
</table>

Meal Plan Options \(^1\)

<table>
<thead>
<tr>
<th>Board Rates</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Griffin A: 17 meals/week, $175 Griff Bucks, $25 Griff Choice</td>
<td>$2,880.00</td>
<td>$5,760.00</td>
</tr>
<tr>
<td>Griffin B: 225 meal blocks, $275 Griff Bucks, $25 Griff Choice</td>
<td>$2,880.00</td>
<td>$5,760.00</td>
</tr>
<tr>
<td>Griffin C: 200 meal blocks, $375 Griff Bucks, $25 Griff Choice</td>
<td>$2,880.00</td>
<td>$5,760.00</td>
</tr>
<tr>
<td>Ultimate Block: 175 meal blocks, $350 Griff Bucks, $25 Griff Choice</td>
<td>$2,690.00</td>
<td>$5,380.00</td>
</tr>
<tr>
<td>Supreme Block: 105 meal blocks, $450 Griff Bucks, $25 Griff Choice</td>
<td>$2,270.00</td>
<td>$4,540.00</td>
</tr>
<tr>
<td>Mega Block: 75 meal blocks, $550 Griff Bucks, $25 Griff Choice</td>
<td>$2,020.00</td>
<td>$4,040.00</td>
</tr>
<tr>
<td>Super Griff Bucks: 4 meal blocks, $650 Griff Bucks &amp; $25 Griff Choice</td>
<td>$675.00</td>
<td>$1,350.00</td>
</tr>
</tbody>
</table>

Griff Bucks only (minimum deposit) (increase in $25 increments) $25.00
Griff Choice (minimum deposit) $5.00
A detailed description of each plan may be obtained from the Student Records & Financial Services Center. Freshmen residents must be on Griffin A, B, or C. Sophomores in Bosch, Frisch or Dugan must be on at least the Mega Block Plan. Juniors and seniors in Bosch, Frisch or Dugan, and commuter students, may choose any meal plan option. If a meal plan is purchased in the fall semester, it will automatically be re-billed in the spring semester, unless changed during the first week of the spring semester.

### Fees for all Undergraduate Students

<table>
<thead>
<tr>
<th>Student Activity Fee (provides partial support for various student activities)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>$230.00/semester</td>
</tr>
<tr>
<td>Part-time students</td>
<td>$20.00/flat rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Fee (including library, facilities use, and ID card)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>$300.00/semester</td>
</tr>
<tr>
<td>Part-time students</td>
<td>$15.00/credit hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology Fee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>$125.00/semester</td>
</tr>
<tr>
<td>Part-time students</td>
<td>$10.00/credit hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Fee</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>$145.00/semester</td>
</tr>
<tr>
<td>Part-time students</td>
<td>$65.00/flat rate</td>
</tr>
</tbody>
</table>

### Special Fees

Certain courses require additional fees that are associated with equipment, supplies, or specific activities within those courses. Some standard fees are listed below, although additional classes may also have fees associated with them (including travel).

- Non-Collegiate Learning Assessment Program (NLAP) LLL 499: $200.00
- Portfolio Assessor Fee: $100.00
- EDU 122 Portfolio (covers 4 years): $105.00
- Laboratory and Course Fees (per course)
  - Athletic Training Laboratories: $20.00
  - ACC 211: $30.00
  - Biology Laboratories: $65.00
  - Chemistry Laboratories (including breakage allowance): $65.00
  - Conversation Lab Fee: $15.00
  - Education: $20.00
  - Modern Language: $25.00
  - Physics Laboratories: $60.00
  - Psychology: $20.00
- Electronic Course Usage (where required, course of workbook is extra): $225.00

### Occasional Fees and Charges

- Application Fee: $40.00
- Diploma Reprint Fee: $30.00
- Orientation Fee for All New Full-time Undergraduate Freshman Students: $325.00
- Orientation Fee for All Undergraduate Transfer Students: $200.00
- Late Payment Fee: $100.00 monthly ($300.00 max)
- ID Card Late or Replacement Fee: $20.00
- Returned Check Charges: $25.00
- Parking Permit Fee: $50.00 - $130.00
- Transcript of Records: N/C
- Thesis Binding Fee: varies
- Consortium Administration Fee: $350/semester
- Tuition Remission and Exchange Program: varies
- Study Abroad - Canisius Program: $500.00
- Study Abroad - Non-Canisius Program: $750.00

### Academics

- Curricular Information (p. 33)
- Academic Policies (p. 73)
- Student Records (p. 80)
- Advisement (p. 86)
- Griff Center for Student Success (p. 86)
- Honors and Awards (p. 87)

### Curricular Information

#### Summary of Curriculum for all Undergraduate Students

All undergraduate students must complete:

1. Either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50);
2. Major Requirements (see individual major requirements using the Undergraduate Majors A-Z listing); and
3. Electives (sufficient courses and credits to reach the minimum of 120 credits to graduate).

To determine how your courses fulfill curricular requirements you should run a GriffAudit. To run a GriffAudit go to the Canisius website (http://www.canisius.edu) and logon to myCanisius. Under “Online Tools,” click on “Email, D2L, & Services.” On the “Schedule and Registration” menu, click on “Run My GriffAudit.” If you have difficulty with this process or with the information, you should consult your advisor or someone in the Griff Center for Student Success.

### Credit Policy

#### Bachelor’s Degree

A bachelor’s degree requires the completion of a minimum of 120 credits. The number of actual courses and credits varies depending upon the particular program as described in this catalog. All Canisius credits, regardless of the number of credits earned for a course, count toward the fulfillment of the 120 total. In practice this means that students may combine one credit courses to make the equivalent of a three-credit free elective. A student may also combine unrelated laboratory credits to make...
free electives if that student has changed from a science to a non-science major. Any questions about the award of credits and their application to a degree can be directed to the Student Records and Financial Services Center or to an academic advisor. Additionally, students must complete a minimum number of liberal arts and sciences credits depending on the degree sought (60 credits for a bachelor of science and 90 credits for a bachelor of arts). This requirement is explained on our liberal arts and sciences requirement page (p. 61).

**Associate's Degree**

To earn a degree of associate of arts, a student must complete the required Core Curriculum courses, major courses, elective courses and a minimum of 60 credit hours. Additionally, students must complete 45 credits of liberal arts and sciences coursework for an associate of arts. This requirement is explained on our liberal arts and sciences requirement page (p. 61).

**Attendance**

Students are expected to attend all regularly scheduled classes, labs, and other course-related activities. Students are expected to accept personal responsibility for absences and are responsible for fulfilling all requirements and completing assignments in each course. However, on some occasions students may need to be absent. When possible, students should inform their instructors if they plan to be absent from class. Instructors are privileged to establish reasonable absence regulations, which should be clearly stated in the syllabus. The instructor is expected to determine when the number of absences has reached the level where any additional absences would prevent the student from attaining the objectives of the course.

**Writing**

Writing is a way of learning as well as a way of communicating. The development of skill and fluency in the written use of language is inseparable from the development of skill and fluency in thought. As part of their learning experiences, students should expect to write in a variety of modes, from class notes, diaries and poems to examination essays and research papers. Opportunities for writing are a feature of every course in the college. To help develop skill and fluency in writing of various kinds, students may seek assistance from the staff of the Tutoring Center.

**Examinations**

One purpose of examinations is to benefit students. Examinations make more memorable the structure and materials of the course, satisfy the need for definite goals and provide an opportunity to exercise knowledge and skill in the subject. They are experiences in which students can learn about the subject and themselves.

In their syllabi, instructors specify examinations of a kind and number that are, in their judgment, appropriate to the needs of the students and to the objectives and conditions of the course. Normally, a final exam is given in each course during the final exam period. An instructor who wishes to omit the final exam requires prior approval of their department chairperson. No final exams are to be administered during the final week of classes.

**Academic Support Services**

Students whose prior academic record or performance on placement examinations indicates that they will need additional help to succeed in their college work will be placed into special sections or courses that are designed to assist them in their future course of studies. Students may also be advised to take special courses or sections if their performance in the first year indicates such special attention may be helpful. When necessary, the college, working through the Griff Center for Academic Engagement and the various departments, may require that such courses be taken.

**Undergraduate Degrees**

Canisius College offers undergraduate curricula leading to the degrees of Bachelor of Arts (BA), Bachelor of Science (BS), and Associate of Arts (AA) in the majors and/or concentrations as listed below. Each program is listed with the official approved title and HEGIS number by which it is registered with the New York State Education Department. Enrollment in programs other than those that are registered or otherwise approved may jeopardize a student’s eligibility for certain student-aid awards. The programs are as follows:

**Arts and Sciences - Associate of Arts Degree**

| Humanities                  | 5649.00 |
| Social Sciences             | 5622.00 |

**Arts and Sciences — Bachelor of Arts Degree**

| Classics                      | 1504.00 |
| Communication Studies         | 0601.00 |
| Creative and Performing Arts Interdisciplinary Studies | 1001.00 |
| Creative Writing              | 1507.00 |
| English                       | 1501.00 |
| Environmental Studies         | 2299.00 |
| European Studies              | 0310.00 |
| History                       | 2205.00 |
| Humanities                    | 4903.00 |
| Integrated Marketing Communication | 0699.00 |
| International Relations       | 2210.00 |
| Mathematics                   | 1701.00 |
| Philosophy                    | 1509.00 |
| Physics                       | 1902.00 |
| Political Science             | 2207.00 |
| Psychology                    | 2001.00 |
| Religious Studies             | 1510.00 |
| Sociology                     | 2208.00 |
| Spanish                       | 1105.00 |
| Urban Studies                 | 2214.00 |

**Arts and Sciences — Bachelor of Science Degree**

| Animal Behavior, Ecology and Conservation | 0407.00 |
| Biochemistry                               | 0414.00 |
| Biology                                    | 0401.00 |
| Chemistry                                  | 1905.00 |
| Clinical Laboratory Science                | 1223.00 |
| Computer Science                           | 0701.00 |
| Criminal Justice                           | 2105.00 |
| Digital Media Arts                         | 0605.00 |
Environmental Science 0420.00
Journalism 0602.00
Physics 1902.00
Psychology 2001.00
Social Sciences-General 2201.00
Specialized Studies 4903.00

Education and Human Services — Bachelor of Arts Degree
Adolescence Education 0803.00
Biology “7-12” 0401.01
Chemistry “7-12” 1905.01
English “7-12” 1501.01
Mathematics “7-12” 1701.01
Physics “7-12” 1902.01
Social Studies “7-12” 2201.01
Spanish “7-12” 1105.01

Education and Human Services — Bachelor of Science Degree
Childhood (1-6) Education/TESOL (K-12) 0802.00
Health and Wellness 1299.30
Human Services 2101.00
Physical Education 0835.00
Physical Education/Health Education 0835.00
Professional and Technical Studies 4999.00
Special Education/Early Childhood 0808.00
Special Education/Childhood Education 0808.00
Sport and Exercise Health Care 1299.00
Sport Management 0599.00

Wehle School of Business - Bachelor of Arts Degree
Economics 2204.00

Wehle School of Business – Bachelor of Science Degree
Accounting 0502.00
Professional Accounting (150 hour Program) 0502.00
Accounting Information Systems 0502.00
Business Economics 0517.00
Entrepreneurship 0506.00
Finance 0504.00
International Business 0513.00
Management 0506.00
Marketing 0509.00

Pre-Professional Programs
Canisius College offers pre-professional training for students wishing to pursue a graduate degree in a number of professions. More detail is available in the pre-professional programs page (p. 62) of the catalog. Programs and/or concentrations are available in the following areas:

- Pharmacy 2+4
- Osteopathic Medicine
- Dental Medicine
- Pre-Medicine
- Pre-Dentistry
- Pre-Law
- Pre-Veterinary
- Pre-Pharmacy
- Pre-Engineering

1 Joint Degree Program

Undergraduate Dual Degree Programs
Canisius College offers 3+2 Dual Degree Program in Physics and Engineering with the University at Buffalo (UB), and a dual degree program in physics and engineering with Pennsylvania State University at Erie, The Behrend College.

Students begin the program at Canisius and complete three years, or the equivalent, studying liberal arts courses in addition to pre-engineering courses in the basic sciences. Upon completion of the first three years and with a recommendation from Canisius, students then enter University at Buffalo or Pennsylvania State for two years to complete the engineering courses required there, with articulation agreements in place to ensure a smooth transfer process.

Students who complete one of the dual degree programs receive two bachelor’s degrees, one from Canisius in physics, and one in an engineering discipline (UB – Chemical, Civil, Electrical, Industrial, Mechanical, Aerospace and Penn State – Mechanical) from the partner school.

Dual Degree Programs
Canisius College also offers Dual Degree programs in a number of areas. These programs allow for the completion of a bachelor’s degree in four years, followed by a master’s degree in approximately one year. These programs are as follows:

- A Dual Degree program leading to a Master of Business Administration degree is offered for students majoring in business and a number of majors in the College of Arts and Sciences.
- A Dual Degree program leading to a Master of Business Administration degree in Accounting to students majoring in Accounting. This dual degree program meets the requirement for 150 hours for certification as a NYS CPA (certified public accountant).
- A Dual Degree program leading to a Masters of Science in Education (MSEd) for students who major in Biology, English, History,

Core Curriculum

Core Curriculum Mission

The purpose of the Canisius College Core Curriculum is to ensure that a Canisius student’s education equips them with intellectual tools to be intelligent and effective men and women for and with others, who are also better able to seek God in all things, in our contemporary world.
Such tools are acquired and developed through a broad education in the liberal arts - humanities, social sciences, and natural & mathematical sciences - with a focus on exposing students to the richness of human diversity, both in the United States and abroad, and a theoretical and practical understanding of individual and social responsibility in the cause of justice for all.

The content and structure of our Core Curriculum is rooted in the humanistic ideals of the Catholic intellectual tradition and in Jesuit pedagogy and mission. This is demonstrated in our Core’s emphasis on academic excellence, the dialogue of faith and reason, and service to humanity, most especially the poor and marginalized of the world. The Core also seeks to engage Canisius students with the spiritual dimension of life - in others and in themselves - in the hope that this will enable them to seek God in all things and so to develop a deeper and richer solidarity with all of God’s people and creation.

At the same time, the Core Curriculum seeks to develop a student’s skills in writing, oral communication, information literacy, and critical thinking - all of which are essential for success in life regardless of the profession one chooses to pursue.

More information about the core is available on the Academic Affairs Website (https://www.canisius.edu/academics/academic-affairs/core-curriculum/).

DESCRIPTIONS OF CORE CURRICULUM COMPONENTS

The Core Curriculum contains the following components: (1) Foundations courses, (2) Breadth of Knowledge (Field) courses, (3) Cross-Disciplinary Knowledge Attribute courses, (4) Cross-Disciplinary Skill courses, and (5) a Core Capstone.

Foundation Courses

The Core Curriculum provides a foundation of four courses: ENG 111 (Academic Writing), ENG 112 (Writing About Literature), PHI 101 (Introduction to Philosophy), and RST 101 (Introduction to Religious Studies).

These courses, usually completed during the first year, comprise the basic starting point for a humanistic education in the Catholic, Jesuit tradition. Here, students will be introduced to the practices of academic reading and writing, information literacy, critical thinking, and communication. Further, students will have their first academic experience at Canisius of the concerns that are definitive of our Catholic, Jesuit Core: Diversity, Ethics, Global Awareness, and Justice. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Foundation course.

• ENG 111: Academic Writing
  This course emphasizes the production of academic writing through critical analysis of texts from different topics. These courses are intended to be seminar style with reading and discussion appropriately challenging for first-year students. The motivating goal is that students learn to write to enhance learning, find and evaluate information, practice academic integrity, negotiate the process of revision, and use correct grammar and syntax.

• ENG 112: Writing about Literature
  This course develops strategies for reading and writing about literature - e.g., poetry, drama, fiction, literary essays - from a variety of cultural traditions. The motivating goal is that students come to understand and interpret primary literary texts, develop writing skills, and develop and organize interpretive essays through the use and evaluation of sources. ENG 112 courses have a significant component devoted to writing instruction and developing information literacy. Students undertake appropriate research activities, write at least 15 pages of polished prose, and revise their writing exercises.

• PHI 101: Introduction to Philosophy
  This course acknowledges the special place of philosophy - the study of ultimate questions of existence, value, and meaning - in Catholic, Jesuit education. PHI 101 provides a thoughtful examination of philosophical issues, including those of ethics and/or justice, with a concern that students learn to use logical and critical analysis to understand the claims and arguments proposed by classical and contemporary philosophers, including some in the Catholic philosophical tradition.

• RST 101: Introduction to Religious Studies
  This course acknowledges the special place of studying religion - systems of thought and practice concerning humans’ relationship with the transcendent - in Catholic, Jesuit education. RST 101 provides an academic introduction to religion in general, with a concern that students understand the nature and role of religion, religious experience, and religious practice in human life and society, including Catholic (and Jesuit) traditions as well as other world religions.

Breadth of Knowledge (Field) Courses

The Core Curriculum includes a distribution of courses, one in each of seven Breadth of Knowledge Fields, meant to encompass the traditional liberal arts: Religious Studies and Theology (Field 1), Philosophy (Field 2), Literature and the Arts (Field 3), History (Field 4), Social Sciences (Field 5), Natural Sciences (Field 6), and Mathematical Sciences (Field 7).

Taken together, these courses provide students with a better understanding of the variety of disciplinary norms, specific to each Field, according to which knowledge claims are judged. Ideally, students will become better able to analyze both their inner lives and the world outside themselves from a variety of angles, equipping them to understand better the depth and nuance of the human experience. Please click on the Curriculum tab above for a list of courses that count for each Field. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Field.

NOTE: A course can have only one Breadth of Knowledge (Field) designation. However, some courses also will count for one Cross-Disciplinary Knowledge Attribute and/or one Cross-Disciplinary Skill. (For example, one course cannot count for both Field 1 and Field 2 credit; but one course may count for Field 1, Ethics, and Advanced Writing-Intensive credit.) Also, these Core courses can count for major / minor / program credit.

• Field 1: Religious Studies and Theology
  Ideally building on RST 101, Field 1 courses enable students to gain a clearer understanding of the role that religion plays in human life through a careful and systematic examination of religious ideas, institutions, values, or patterns of belief and practice.

• Field 2: Philosophy
  Ideally building on PHI 101, Field 2 courses enable students to understand, articulate, and evaluate the values, principles, and assumptions on which individual and social decisions rest.

• Field 3: Literature and the Arts
  Ideally building on ENG 111 and/or ENG 112, Field 3 courses enable students to understand the aesthetic dimension of creative work in the fine arts and/or literature and to articulate how that creative work mirrors and shapes human experience.

• Field 4: History
  Field 4 courses enable students to understand how historians use evidence to study the recorded past, to situate events, artifacts, and
experiences in their historical context, and to analyze the process of change over time.

- **Field 5: Social Sciences**
Field 5 courses enable students to explain, interpret, and critically analyze human behavior and social structures from the perspective of the social sciences and their methods.

- **Field 6: Natural Sciences**
Field 6 courses enable students to explain, interpret, and critically analyze the natural world using the scientific method from the perspectives of the various natural sciences.

- **Field 7: Mathematical Sciences**
Field 7 courses enable students to reason quantitatively, abstractly, or computationally about the world using the symbol systems rooted in quantitative measures, logical analysis, and/or algorithms to solve practical problems.

**Cross-Disciplinary Knowledge Attribute Courses**

The Core Curriculum includes courses focused on each of four areas central to a Catholic, Jesuit education, particularly in contemporary times: Diversity, Ethics, Global Awareness, and Justice.

Taken together, these courses build upon concepts and content from students’ Foundations courses to help them develop a well-educated solidarity, most especially for the poor and marginalized both here and abroad as our mission and identity compels us. Further, they help students to understand the principles that justify various conceptions of individual and social responsibility. Ideally, this education for justice will help students become more aware of where and how they should act to bring about a more truly just world. Please click on the Curriculum tab above for a list of courses that count for each Knowledge Attribute. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Knowledge Attribute.

**NOTE:** A course can have only one Cross-Disciplinary Knowledge Attribute designation. However, some courses also will count for one Breadth of Knowledge (Field) and/or one Cross-Disciplinary Skill. (For example, one course cannot count for both Ethics and Global Awareness credit; but one course may count for Field 3, Global Awareness, and Oral Communication credit.) Also, these Core courses can count for major / minor / program credit.

- **Diversity**
Courses with a Diversity attribute enable students to develop an understanding of the multicultural character of the United States by paying attention to cultural differences within the United States that impact people’s experiences of life in this country. This focal concern is grounded on the assumption that a well-educated person should have the intellectual tools and broad perspectives for critically examining their own communities and values, the communities and values of other peoples, especially the poor and marginalized, and the places and issues where these things intersect. Ideally, students will become better able to understand how others view their own communities and values, and will be more adept at creating an authentic culture of encounter in their communities.

- **Ethics**
Courses with an Ethics attribute enable students to develop a thorough understanding of ultimate value in terms of human agency, happiness, and living well. Special attention will be given to the various theoretical frameworks that make living well intelligible, personally and professionally. This focal concern is grounded on the assumption that an understanding of ethics is an integral part of self-understanding, self-reflective action, and the principled development of one’s conscience and character. Ideally, students will become better able to examine their values critically, discern more accurately what moral rectitude demands of them in their actions, and facilitate constructive dialogue with those whose conceptions of fundamental right and wrong differ in principled ways.

- **Global Awareness**
Courses with a Global Awareness attribute enable students to develop an awareness of nations, countries, regions, communities, cultures, peoples, and histories outside of the United States. This focal concern is grounded on the assumption that we live in an essentially interconnected world, and that well-educated students ought to have the intellectual tools to comprehend global events and their implications on more localized concerns. Ideally, students will become better able to contextualize their own choices within their appropriate global context and keep the interconnectedness of our world before their minds as they make decisions in their personal and professional lives.

- **Justice**
Courses with a Justice attribute enable students to develop an understanding of justice, including various conceptions of rights and the right ordering of societies, the tensions between justice and power, and the direct and structural causes of various injustices. This focal concern is grounded on the assumptions that all have a responsibility to help to create an ever more just world and that developing one’s understanding of such things will help one to envision how best to fulfill this responsibility. Ideally, students will become better able to understand the grounds for their social and societal responsibilities and facilitate constructive dialogue with those whose conceptions of justice and injustice differ in principled ways.

**Cross-Disciplinary Skills Courses**

The Core Curriculum includes two courses focused on developing students’ abilities at communication - one in Writing (Advanced Writing-Intensive) and one in Oral Communication. Development in both of these is undeniably critical for personal and professional success and well-being, especially nowadays as life in the contemporary world requires sensitive and skillful communication with those of widely different backgrounds, experiences, and values.

Taken together, these courses build upon concepts and content from students’ Foundations courses to help them develop intellectual habits of speech, writing, and thought that will complement the growth in knowledge and maturity students experience across their Core experience and within their major(s) and/or minor(s). Ideally, students’ development as effective communicators will help them maintain a sense of community with their interlocutors, as well as help them craft consensus in an increasingly complex world. Please click on the Curriculum tab above for a list of courses that count for each Skill. Please click on the Learning Goals tab above for a list of the learning goals and objectives for each Skill.

**NOTE:** A course can have only one Cross-Disciplinary Skill designation. However, some courses also will count for one Breadth of Knowledge (Field) and/or one Cross-Disciplinary Knowledge Attribute. (For example, one course cannot count for both Advanced Writing-Intensive and Oral Communication credit; but one course may count for Field 5, Diversity, and Oral Communication credit.) Also, these Core courses can count for major / minor / program credit.

- **Advanced Writing-Intensive**
Courses with an Advanced Writing-Intensive designation provide significant emphasis on using writing as a way to learn. The focal concern is that students participate in the process of drafting, re-writing, and editing at an advanced level, with extensive commentary and assistance from instructors.

- **Oral Communication**
Courses with an Oral Communication designation enable students to develop abilities to communicate effectively and appropriately in a range of contexts, including face-to-face engagements and group presentations.

Core Capstone

The Core Curriculum concludes with a Core Capstone, which students should take upon completion of all the other core components, usually in senior year or the second semester of junior year. In this course, students will have an opportunity to recall, reflect upon, and synthesize what they have learned from their Core classes, especially those bearing Knowledge Attributes.

This completes an arc of development in their education at Canisius that started in their Foundation courses, but also sets them up to be lifelong learners beyond their time at Canisius with a special concern for the themes emphasized in the Core. To illustrate the integral unity of the definitive themes of the Core, Capstones will focus on how the themes of the Knowledge Attributes are interconnected and addressed within a particular subject - which may be a subject close to a student’s major field of study. Further, students will be able to engage in enriching dialogue with fellow classmates who have had different experiences of the Core up to that point. Ideally, a student will be able to trace how their understanding of the elements of their Core experience has developed and will be inspired to continue to keep such matters in the forefront of their minds in whatever they do after graduation. Please click on the Curriculum tab above for a list of courses that count for the Capstone. Please click on the Learning Goals tab above for a list of the learning goals and objectives for the Capstone.

NOTE: There are rare instances in which Capstone courses can count for major / minor / program credit. Please consult with your major / minor / program advisor.

Courses in the Core Curriculum

Please note that the list of courses provided below is current as of fall 2018, but is subject to change. Courses are sometimes added to the list of courses in each of the Core Fields and/or Attributes and/or Skills. Additionally, courses are sometimes removed from the Core Fields and/or Attributes and/or Skills if they no longer fulfill the expectations of the core. That said, any course used by a student to fulfill a Core requirement must be designated as a Core Field and/or Attribute and/or Skill course in the semester in which the student takes that class. The most recent information for a given course in a given semester is available in “Look Up Classes,” which is accessible via my.canisius.edu during the registration process.

If you have any questions about whether a particular course counts for Core Credit, please consult with the instructor of the course and/or the Director of the Core Curriculum.

Foundations

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>PHI 101</td>
<td>Introduction to Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>RST 101</td>
<td>Introduction to Religious Studies and Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Field 1 (Religious Studies and Theology)

Students must choose one class that fulfills Field 1, which currently includes the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST 101</td>
<td>Introduction to Religious Studies and Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

Field 2 (Philosophy)

Students must choose one class that fulfills Field 2, which currently includes the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 347</td>
<td>The History of Marxism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Twentieth Century Marxism</td>
<td>3</td>
</tr>
<tr>
<td>PHI 211</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHI 225</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHI 241</td>
<td>Ethics: Traditions in Moral Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>PHI 242</td>
<td>Ethical Issues in Business</td>
<td>3</td>
</tr>
<tr>
<td>PHI 243</td>
<td>Bio-Medical Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 244</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 246</td>
<td>Ethics of Technology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 247</td>
<td>Food and Agricultural Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 252</td>
<td>Happiness, Virtue and the Good Life</td>
<td>3</td>
</tr>
<tr>
<td>PHI 261</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>PHI 264</td>
<td>Justice &amp; the Environment: The Problem of Climate Change</td>
<td>3</td>
</tr>
</tbody>
</table>
### Field 3 (Literature and the Arts)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PHI 267</td>
<td>Faith, Reason, and Justice Catholic Social Thought</td>
<td>3</td>
</tr>
<tr>
<td>PHI 271</td>
<td>Philosophy of Human Rights</td>
<td>3</td>
</tr>
<tr>
<td>PHI 272</td>
<td>Gender and Philosophy</td>
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<tr>
<td>PHI 273</td>
<td>Race and Philosophy</td>
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</tr>
<tr>
<td>PHI 274</td>
<td>Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 275</td>
<td>Global Feminisms</td>
<td>3</td>
</tr>
<tr>
<td>PHI 285</td>
<td>Black Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 286</td>
<td>Latin American Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 291</td>
<td>Philosophy of Art</td>
<td>3</td>
</tr>
<tr>
<td>PHI 292</td>
<td>Philosophy of Beauty</td>
<td>3</td>
</tr>
<tr>
<td>FAH 224</td>
<td>Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 245</td>
<td>Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 248</td>
<td>Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 261</td>
<td>Monet and the Age of Impressionism</td>
<td>3</td>
</tr>
<tr>
<td>FAH 262</td>
<td>Modern Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 265</td>
<td>Contemporary Art</td>
<td>3</td>
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<tr>
<td>FAH 267</td>
<td>Frank Lloyd Wright</td>
<td>3</td>
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<td>FAH 271</td>
<td>Art in Buffalo</td>
<td>3</td>
</tr>
<tr>
<td>FAH 272</td>
<td>Animals in Art</td>
<td>3</td>
</tr>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 122</td>
<td>History of Rock and Roll</td>
<td>3</td>
</tr>
<tr>
<td>FAM 123</td>
<td>World Musics</td>
<td>3</td>
</tr>
<tr>
<td>FAM 124</td>
<td>America's Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 212</td>
<td>Canisius and the BPO Experience</td>
<td>3</td>
</tr>
<tr>
<td>FAM 213</td>
<td>Women in Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 214</td>
<td>Music in Film</td>
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<td>FAM 216</td>
<td>Medieval and Renaissance Music</td>
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<td>FAM 217</td>
<td>Music of the Baroque Period</td>
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<td>FAM 218</td>
<td>Music of the Classical Period</td>
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<td>FAM 219</td>
<td>19th Century Music</td>
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<td>FAM 220</td>
<td>Art Music from 1900 to the Present</td>
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<td>The World of Music Theater</td>
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<td>Representations of the Holocaust in Film, Literature, Art and Music</td>
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<td>Latin@s in the US: Latino Literature and Film</td>
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<td>Magic Realism in Fiction &amp; Film from Latin American Origins to a Global Phenomenon</td>
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### Field 4 (History)

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<td>Environmental History of the United States</td>
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<td>Threads: weaving industry, culture, and commerce through the history of textiles.</td>
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<td>History of Modern Europe since 1815</td>
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<td>HIS 109</td>
<td>History of Asia to 1800</td>
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<td>History of the United States: 1877 to the Present</td>
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<td>America’s Story II: The Later Years</td>
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<td>Latin American History to 1830</td>
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<td>Latin American History since 1830</td>
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<td>United States Military History</td>
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<td>Castles, Bones and Battleaxes: Material Culture of the Medieval World</td>
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<td>History of the Crusades</td>
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<td>Women In The Western World</td>
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<td>The Holocaust in Historical Perspective</td>
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<td>From Jamestown to Yorktown: Making the United States</td>
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<td>From Washington to Lincoln: The Making of American Democracy</td>
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<td>Principles of Macroeconomics</td>
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<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
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<td>Human Growth and Social Development: Adolescence</td>
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<td>Global Environmental Problems</td>
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<td>American Political Process</td>
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<td>Comparative Government and Politics</td>
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<td>Congress and the Legislative Process</td>
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<td>Human Rights and Globalization</td>
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<td>Urban Government and Politics</td>
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<td>Transnational Crime After 9/11</td>
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<td>Political Economy of the Developing World</td>
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<td>Domestic Conflicts &amp; Peace</td>
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<td>Introduction to Psychology II</td>
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<td>Science and Pseudoscience in Psychology: Thinking Critically</td>
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<td>Contemporary Social Problems</td>
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<td>SOC 273</td>
<td>Social Movements and Social Change</td>
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<td>Gender and Society</td>
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<td>Race and Ethnicity</td>
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<td>Psychology of Sport</td>
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<td>Introduction to Women and Gender Studies</td>
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### Field 7 (Mathematical Sciences)

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<td>Earthquakes: Seismology and Society</td>
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<td>PHY 223</td>
<td>General Physics for Physical Science Majors I</td>
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Students must choose one class that fulfills Field 7, which currently includes the following:

- **ATH 398** Statistics and Research Design 3
- **CSC 108** Introduction to Web Computing 3
- **CSC 111** Introduction to Programming 3
- **MAT 105** Finite Mathematics 3
- **MAT 106** Calculus for the Non-Sciences 3
- **MAT 108** Precalculus for Sciences 3
- **MAT 109** Calculus with Review I 4
- **MAT 111** Calculus I 4
- **MAT 115** Calculus for Business 4
- **MAT 121** Mathematics through History 3
- **MAT 131** Statistics for Social Sciences 3
- **MAT 141** Inferential Statistics and Computers for Science 4
- **MAT 150** Mathematics and Politics 3
- **MAT 161** Mathematics for Elementary Teachers 3

### Advanced Writing-Intensive

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<td>ABEC 340</td>
<td>Research Methods in Animal Behavior</td>
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<td>ABEC 360</td>
<td>Observational Research Methods</td>
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<td>Environmental Anthropology</td>
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<td>ANT 350</td>
<td>Business Anthropology</td>
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<td>ANT 355</td>
<td>Sociolinguistics</td>
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<td>BIF 400</td>
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<td>BIO 312</td>
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<td>BIO 404L</td>
<td>Genetics Laboratory</td>
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<td>BIO 432</td>
<td>Developmental Biology</td>
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<td>CHM 301L</td>
<td>Fundamental Physical Chemistry Laboratory</td>
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<td>Culture and Crisis in Rome: The Final Decades of the Roman Republic</td>
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<td>Writing for the Public Media</td>
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<td>CRJ 285</td>
<td>Legal Writing and Advocacy II</td>
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<td>Foundations of Adolescent Literacy</td>
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<td>Poetry</td>
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<td>Drama</td>
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<td>Varieties of the Essay</td>
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<td>Literature and Medicine</td>
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<td>Literature and Psychology</td>
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<td>Images of Women in Literature and Film</td>
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<td>The Journey in World Literature</td>
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<td>The Quest in Medieval Literature</td>
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<td>Animals in Film and Literature</td>
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<td>Introduction to Creative Writing</td>
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<td>Rhetoric and Composition</td>
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<td>Catholic Social Ethics: Theological Perspectives</td>
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### Oral Communication

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<td>Communicating Research Literature</td>
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<td>Greek and Roman Tragedy</td>
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<td>Roman Law and Society</td>
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<td>CLS 306</td>
<td>Blood, Pus, and Vomit: Studying Ancient Medicine</td>
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<td>CLS 309</td>
<td>Greek and Roman Religion</td>
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<td>COM 201</td>
<td>Oral Communication</td>
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<td>COM 319</td>
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<td>Legal Writing and Advocacy I</td>
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<td>Applied Methods of Teaching English: Adolescence</td>
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Global Awareness

Students must choose one class that fulfills the Global Awareness attribute, which currently includes the courses below. (Note that many of these courses also fulfill one of the Breadth of Knowledge Fields; some may also fulfill one of the Cross-Disciplinary Skills).

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<td>Energy, Environment, and Society</td>
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<td>Greek and Roman Archaeology</td>
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<td>Archaeology of Pompeii</td>
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<td>Borders, Walls, and Immigrants in the Ancient World</td>
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### Diversity

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Core Capstone

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<td>Representations of the Holocaust in Film, Literature, Art and Music</td>
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Core Pathways

A Core Pathway is a group of courses across Core Fields and/or Attributes and/or Skills that addresses a common theme that is relevant to our mission, but does not duplicate another element of our Core. Core Pathways are meant to illustrate several ways in which a student’s Core experience can have a common thread of meaning running through classes in several disciplines.

Students are not required to start a Pathway, nor are they required to complete one; rather, students may choose their Core courses from a Pathway to see a topic of their interest from multiple perspectives.

The lists below indicate Pathways that have been approved by the Core Curriculum Committee and the courses that have been designated within each Core Pathway. To see the what each course counts for in the Core, please click on the course number.

For more information about any of the Pathways below, please contact the Director of the Core Curriculum.

For Faculty: if you are interested in submitting an application for a new Core Pathway to be listed below, please contact the Director of the Core Curriculum.

Canisius Camino (Ancient and Medieval Studies)

The following courses fulfill core curriculum requirements and are part of the Canisius Camino Pathway.

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<td>Ancient Rome: Culture and Society</td>
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<td>3</td>
</tr>
<tr>
<td>HIS 203</td>
<td>Castles, Bones and Battleaxes: Material Culture of the Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>PHI 211</td>
<td>Philosophy of Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHI 261</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>RST 200</td>
<td>Introduction to the Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>RST 201</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>RST 219</td>
<td>History of Eastern Orthodox Christianity</td>
<td>3</td>
</tr>
<tr>
<td>RST 314</td>
<td>New Testament in Literature and Art</td>
<td>3</td>
</tr>
<tr>
<td>RST 324</td>
<td>Biblical Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>RST 325</td>
<td>Early Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

Global Citizenship

The following courses fulfill core curriculum requirements and relate to being citizens of the world, and thus are part of the Global Citizenship Pathway.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 404</td>
<td>Wildlife Ecology and Conservation in Africa</td>
<td>3</td>
</tr>
<tr>
<td>ANT 341</td>
<td>Environmental Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 350</td>
<td>Business Anthropology</td>
<td>3</td>
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</table>
ANT 355 Sociolinguistics 3
CLS 104 Roman History 3
CLS 206 Ancient Rome: Culture and Society 3
CLS 209 Greek and Roman Archaeology 3
CLS 212 Borders, Walls, and Immigrants in the Ancient World 3
CLS 214 Greek and Roman Tragedy 3
CLS 301 Culture and Crisis in Rome: The Final Decades of the Roman Republic 3
CRJ 382 Criminal Justice Ethics 3
ENG 224 The Journey in World Literature 3
ENG 233 The Quest in Medieval Literature 3
ENG 368 Native American Literature 3
ENG 382 African American Literature 3
FAH 101 Cave Paintings, the Colosseum & Cathedrals 3
FAH 103 Survey of Pre-Columbian and Native American Art 3
FAH 109 History of Architecture 3
FAH 210 Ancient Egyptian and Near Eastern Art 3
FAM 119 Masterpieces of Music 3
FAS 142 Travel Photography 3
GEO 325 Introduction to Physical Geography 3
HIS 106 The Medieval World 3
HIS 347 The History of Marxism 3
HIS 348 Twentieth Century Marxism 3
HIS 387 Representations of the Holocaust in Film, Literature, Art and Music 3
HIS 450 America and the Holocaust 3
HIS 487 Representations of the Holocaust in Film, Literature, Art and Music 3
HSV 301 Social Policies 3
IGSR 302 Jesuits in Argentina 3
IGSR 306 Faith/Justice/Globalism in Phi 3
PHI 244 Environmental Ethics 3
PHI 264 Justice & the Environment: The Problem of Climate Change 3
PHI 267 Faith, Reason, and Justice Catholic Social Thought 3
PHI 271 Philosophy of Human Rights 3
PHI 273 Race and Philosophy 3
PHI 274 Social and Political Philosophy 3
PHI 286 Latin American Philosophy 3
PSC 111 Western Political Tradition 3
PSC 140 International Relations 3
PSC 150 Comparative Government and Politics 3
PSC 242 International Organizations 3
PSC 345 Transnational Crime After 9/11 3
PSC 355 European Union 3
PSC 442 Seminar in International Relations 3
PSC 452 Politics of Identity in Europe 3
PSY 320 Cultural Psychology 3
RST 200 Introduction to the Hebrew Bible 3
RST 219 History of Eastern Orthodox Christianity 3
RST 220 Introduction to Eastern Religions 3
RST 224 Islam: Tradition and Revival 3
RST 240 Development of Jewish Religious Thought and Practice 3
RST 327 Modern Global Christianity 3
RST 392 Liberation Theologies 3
SOC 273 Social Movements and Social Change 3
SOC 341 Race and Ethnicity 3

Code Title Credits

The following courses fulfill core curriculum requirements and relate to being citizens of the world, and thus are part of the Global Citizenship Pathway.

HIS 487 Representations of the Holocaust in Film, Literature, Art and Music 3

Code Title Credits

The following courses are designated as Global Awareness, and thus fulfill the Global Awareness Knowledge attribute in the Core Curriculum and are included in the Global Citizenship Pathway.

ANT 122 Sociocultural Anthropology 3
ANT 230 Introduction to Archaeology 3
ANT 341 Environmental Anthropology 3
ANT 350 Business Anthropology 3
CHM 104 Energy, Environment, and Society 3
CLS 103 Greek History 3
CLS 104 Roman History 3
CLS 205 Ancient Greece: Culture and Society 3
CLS 206 Ancient Rome: Culture and Society 3
CLS 209 Greek and Roman Archaeology 3
CLS 211 Archaeology of Pompeii 3
CLS 212 Borders, Walls, and Immigrants in the Ancient World 3
CLS 219 Animals in the Ancient World 3
CLS 308 Pagans and Christians 3
CLS 309 Greek and Roman Religion 3
CLS 311 Alexander the Great 3
ECO 460 International Trade 3
ENG 224 The Journey in World Literature 3
ENG 381 Postcolonial Literature 3
FAH 101 Cave Paintings, the Colosseum & Cathedrals 3
FAH 102 Altarpieces, Academies & the Avant-Garde 3
FAH 107 Introduction to African and Asian Art 3
FAH 109 History of Architecture 3
FAH 110 History of Photography 3
FAH 159 Gender, Identity, and Art 3
FAH 210 Ancient Egyptian and Near Eastern Art 3
FAH 224 Medieval Art 3
FAH 245 Renaissance Art 3
FAH 248 Baroque Art 3
FAH 261 Monet and the Age of Impressionism 3
FAH 262 Modern Art 3
FAH 265 Contemporary Art 3
FAM 119 Masterpieces of Music 3
FAM 123 World Musics 3
FAM 212 Canisius and the BPO Experience 3
FAM 216 Medieval and Renaissance Music 3
### Code | Title | Credits
--- | --- | ---
ABEC 404 | Wildlife Ecology and Conservation in Africa | 3
ANT 341 | Environmental Anthropology | 3
BIO 477 | Plants and Society | 3
CHM 104 | Energy, Environment, and Society | 3
EVST 110 | Science of Environmental Problems I | 3
EVST 111 | Science of Environmental Problems II | 3
EVST 250 | Narratives of Nature and Culture | 3
EVST 259 | Environmental History of the United States | 3
MAT 345 | Climate and Sustainability | 3
PHI 244 | Environmental Ethics | 3
PHI 245 | Animal Ethics | 3
PHI 264 | Justice & the Environment: The Problem of Climate Change | 3
SOC 111 | Contemporary Social Problems | 3
SOC 234 | Environment and Society | 3
SOC 273 | Social Movements and Social Change | 3

### CORE CURRICULUM LEARNING GOALS AND OBJECTIVES

Courses in the Core Curriculum must meet the following learning goals. Courses may have more learning goals and objectives in addition to those associated with the Core.

#### Foundations

**Foundation ENG 111: Explore Academic Writing**

Goal 1: Read college-level texts pertaining to an academic discipline or topic

**Objectives**: Students will:

- (1A): recognize the audience and purpose of selected texts within an academic discipline or topic
- (1B): articulate the meaning of text passages within an academic discipline or topic

#### Skills

Goal 2: Construct a coherent, thesis-driven paper on an academic topic

**Objectives**: Students will:

- (2A): develop the ability to write a clear introduction that frames the academic topic
- (2B): demonstrate appropriate conventions of grammar and style for formal writing
- (2C): articulate a central thesis around which the paper is to be organized
- (2D): organize the paper effectively with coherent paragraphs
- (2E): support the thesis with evidence
- (2F): conclude the paper appropriately for the topic

#### Sustainability

The following courses fulfill core curriculum requirements and relate to sustainability, and thus are part of the Sustainability Pathway.
Objectives: Students will:

• (3A): locate and evaluate print and/or electronic sources appropriate for answering a particular research question
• (3B): cite sources according to a conventional documentation style (for example, MLA, APA, Chicago) and with academic integrity

Foundation ENG 112: Writing about Literature

Goal: Students will demonstrate the ability to understand and critically analyze college-level literary texts.

Objectives: Students will:

• (1A) Understand the use of specific literary terms, traditions, or styles
• (1B) Interpret the meanings or significance of a literary text

Skills

Goal: Students will demonstrate the ability to construct a coherent, thesis-driven essay on a literary topic.

Objectives: Students will

• (2A) Identify and articulate a central thesis around which the essay is to be organized
• (2B) Develop a coherent argument that supports a central thesis
• (2C) Support an argument with evidence from literary texts and/or secondary sources
• (2D) Find and evaluate print and electronic sources appropriate for answering a specific research question about a literary text.
• (2E) Cite sources according to MLA documentation style and with academic integrity
• (2F) Demonstrate appropriate conventions of grammar and style

Foundation PHI 101: Introduction to Philosophy

Content

Goal: Students will demonstrate knowledge of major figures and major themes within the history of philosophy.

Objectives: Students will:

• (1A) Demonstrate knowledge of at least one major figure from three of the four eras in the history of philosophy: Ancient, Medieval, Modern, and Contemporary
• (1B) Demonstrate a basic understanding of some of the major themes in the history of philosophy, from four of the following six areas: Aesthetics, Epistemology, Theories of Ethics, Logic, Metaphysics, and Theories of Justice
• (1C) Demonstrate knowledge of a primary philosophical text from the Catholic tradition or a significant aspect of the Jesuit tradition

Skills

Goal: Students will demonstrate their knowledge of religious studies or theology in comparative and reflective exercises.

Objectives: Students will:

• (2A) Identify & analyze connections between different religious beliefs
• (2B) Find, use, and evaluate information relevant to presenting and defending a thesis

Breadth of Knowledge Fields

Field 1 (Religious Studies and Theology)

Content

Goal: Students will demonstrate knowledge in the disciplines fundamentally concerned with religious studies or theology.

Objectives: Students will:

• (1A) Understand the role of religion in the experiences and actions of human life.
• (1B) Understand religious ideas and religious values in their relationship to religious institutions.
• (1C) Understand the diversity of patterns of religious belief in the human experience.

Skills

Goal: Students will demonstrate the skills that will enable them to become critical thinkers on questions of religious substance.

Objectives: Students will:

• (2A) Demonstrate competence in the use and analysis of primary sources.
• (2B) Demonstrate the ability to understand and explain religious concepts.
• (2C) Demonstrate the ability to relate course subject matter to the human experience.
Field 2 (Philosophy)

Content
Goal: Students will demonstrate a deepened knowledge of a principle theme and a major era or core figure in the history of philosophy.

Objectives: Students will:
- (1A) Demonstrate knowledge of a major topic or branch in the history of philosophy such as Aesthetics, Epistemology, Ethics, Logic, Metaphysics, and Theories of Justice.
- (1B) Demonstrate knowledge of a major era in the history of philosophy (Ancient, Modern, Medieval, or Contemporary) or a core figure in the history of philosophy.

Skills
Goal: Students will demonstrate the ability to communicate and assess philosophical ideas and arguments.

Objectives: Students will:
- (2A) Use philosophical terms and language appropriately in their prose.
- (2B) Identify and analyze assumptions and premises in philosophical arguments.
- (2C) Construct philosophical arguments and write cogently about philosophy.
- (2D) Demonstrate the ability to relate abstract theory to concrete practice.

Field 3 (Literature and the Arts)

Content
Goal: Students will demonstrate an understanding of the aesthetic dimension of human life through the study of literature, art, or music and the ways in which they mirror and shape the human experience.

Objectives: Students will:
- (1A) Identify specific techniques, styles, or formalistic properties of particular examples of literature, art, or music.
- (1B) Identify the relationship of particular examples of literature, art, or music to the traditions from which they have emerged.
- (1C) Demonstrate an understanding of how creative work in literature, art, or music mirrors and shapes human experience.

Skills
Goal: Students will demonstrate knowledge of the methods of literary and artistic criticism and interpretation.

Objectives: Students will:
- (2A) Critically evaluate the methods of literary and/or artistic criticism and interpretation employed in the study of literature, art, or music.
- (2B) Employ the methods of literary and/or artistic criticism and interpretation in the study of literature, art, or music.

Field 4 (History)

Goal: Students will demonstrate familiarity with the way in which historians analyze change and continuity over time with reference to specific historical events, themes, ideas, and/or individuals.

Objectives: Students will:
- (1A) Situate events, people, and/or artifacts in their appropriate historical context.
- (1B) Recognize the relationship between cause and effect in the process of historical change.
- (1C) Read and interpret evidence from primary sources and texts.
- (1D) Read and understand scholarly historical arguments and the way in which they are constructed.

Field 5 (Social Sciences)

Content
Goal: Students will demonstrate knowledge of human behavior from the perspective of a social science discipline.

Objectives: Students will:
- (1A) Demonstrate knowledge of the basic concepts and theories of a social science discipline.
- (1B) Demonstrate knowledge of research methodologies used in a social science discipline.

Skills
Goal: Students will utilize a social science discipline to critically evaluate social, cultural, and/or political claims.

Objectives: Students will:
- (2A) Apply social science concepts and theories to concrete problems of human society.
- (2B) Apply qualitative or quantitative analysis to situations in the world.

Field 6 (Natural Sciences)

Content
Goal: Students will demonstrate through explanations, interpretations, and critical analyses their understanding of natural phenomena.

Objectives: Students will:
- (1A) Demonstrate valid application of cause and effect reasoning.
- (1B) Describe patterns of scale, proportion, and quantity in the natural world.
- (1C) Define natural systems in terms of energy, material components, and processes of change.

Skills
Goal: Students will demonstrate the ability to reason and communicate so that their actions can have positive impacts on society.

Objectives: Students will:
- (2A) Communicate scientific information effectively.
- (2B) Use qualitative or quantitative data to make rational predictions of natural phenomena.
- (2C) Apply scientific knowledge to issues impacting society.

Field 7 (Mathematical Sciences)

Content
Goal: Students will be conversant with the essential terminology and concepts of a mathematical, statistical, or algorithmic system.

Objectives: Students will:
- (1A) Demonstrate knowledge of the vocabulary and notation of a mathematical, statistical, or algorithmic system.
• (1B) Demonstrate understanding of the theory behind the concepts and techniques of a mathematical, statistical, or algorithmic system.

Skills
Goal: Students will have the appropriate skills and techniques used in problem analysis and solution.

Objectives: Students will:
• (2A) Analyze and apply appropriate quantitative, theoretical, and/or computational techniques to solve problems.
• (2B) Interpret the results of their analysis clearly.

Attributes and Skills
Advanced Writing-Intensive
Content
Goal: Students will demonstrate the ability to write an effectively developed logical argument.

Objectives: Students will:
• (1A) Integrate appropriate ideas and evidence, in accordance with course content.
• (1B) Organize those ideas and that evidence strategically for a given audience and purpose.

Skills
Goal: Students will demonstrate an understanding of appropriate or discipline-specific writing styles, standards, and conventions through a process that includes revision.

Objectives: Students will:
• (2A) Write grammatically correct sentences that are fluid and include smooth transitions.
• (2B) Use vocabulary that is appropriate for the purpose and audience/field.
• (2C) Employ correct punctuation, spelling, capitalization, and documentation conventions.
• (2D) Use appropriate citation and attribution of ideas, information, and evidence.

Oral Communication
Content
Goal: Students will compose a message and provide ideas and information appropriate to its topic, audience, setting, and purpose.

Objectives: Students will:
• (1A) Identify the components of effective oral communication of an idea with an argument or thesis supported by evidence.
• (1B) Demonstrate the knowledge of how to select appropriate material that will be understood by the audience.
• (1C) Apply organizational and explanatory strategies suitable to the topic, audience, setting, and purpose of the message that is being delivered.

Skills
Goal: Students will demonstrate the ability to deliver effective oral presentations.

Objectives: Students will:
• (2A) Speak clearly and employ a rich and imaginative vocabulary with diction and pronunciation appropriate to the context.
• (2B) Present fluently, maintain eye contact with the audience, and use gestures appropriate to the context.
• (2C) Define the thesis and/or purpose of the message, use smooth transitions from one section to the next, and end with a clear and direct conclusion.
• (2D) Demonstrate the effective and judicious use of detail and evidence in substantiating and/or illuminating the presentation’s central thesis.

Diversity
Goal: Student will demonstrate an understanding of the diverse and multicultural character of the United States, including variables such as social class, race, gender, ethnicity, religion, or sexuality.

Objectives: Students will:
• (1A) Identify the impact of multiple variables on the American experience.
• (1B) Articulate the interplay of at least two of these variables on the American experience.
• (1C) Distinguish how the power structure in America affects diverse groups.

Ethics
Goal: Students will demonstrate the ability to employ ethical reasoning in matters of human concern.

Objectives: Students will:
• (1A) Articulate the fundamental elements of at least two major ethical theories (e.g. deontological, consequentialist, feminist, social contract, virtue theories, etc.).
• (1B) Articulate the meaning of at least two ethical concepts (e.g. happiness, equality, obligation, virtue, a worthwhile life, responsibility, dignity, rights, etc.).
• (1C) Apply ethical theories or concepts in analyzing ethical dilemmas and questions.
• (1D) Defend an ethical position with reference to at least one alternative ethical position.

Global Awareness
Content
Goal: Students will demonstrate knowledge of the history, culture, and/or political systems of societies, states, and peoples other than the United States.

Objectives: Students will:
• (1A) Identify and describe the history, social structures, political institutions, and/or patterns of cultural expression that characterize specific societies, states, and peoples outside the United States.
• (1B) Identify the various factors that have contributed to the history and development of social structures, political institutions, and patterns of cultural expression that characterize specific societies, states, peoples, and cultures outside the United States.

Skills
Goal: Students will demonstrate how their knowledge of geographical regions other than the United States fosters greater awareness of the world in which the students live.
Objectives: Students will:

• (2A) Critically analyze how the history, culture, and/or political systems of geographical regions other than the United States inform the way people outside the United States view themselves.

• (2B) Critically analyze and reflect on how their knowledge of the history, culture, and/or political systems of geographical regions other than the United States inform the way in which the students understand their relationship to the world.

Justice

Content

Goal: Students will demonstrate an understanding of justice, its relationship to power, and the ways in which causes of injustice may be mitigated and justice promoted.

Objectives: Students will:

• (1A) Compare and contrast differing theories of justice, including the ways in which justice has been defined and conceived.

• (1B) Describe the factors that are responsible for injustice with particular emphasis upon the relationship of injustice to inequities in the distribution of power.

• (1C) Describe the ways in which the factors responsible for injustice might be mitigated in the cause of justice.

Skills

Goal: Students will think critically about the factors that create, permit, and/or mitigate the conditions of justice or injustice.

Objectives: Students will:

• (2A) Identify how the distribution of power is embedded in institutions, social structures, and/or codes of conduct.

• (2B) Critically analyze theories, policies, and practices in so far as they promote either justice or injustice.

• (2C) Demonstrate how the conditions of injustice might be mitigated by specific forms of action.

Core Capstone

Core Capstone

Goal: Students will demonstrate understanding of the four core knowledge attributes and integrate them with course themes and content in light of the Jesuit principle of seeking to live a socially responsible life, which underlies the Canisius College mission.

Objectives: Students will:

• (1A) Integrate one or more theories of ethics with the theme of this course and apply theory to course content.

• (1B) Integrate one or more theories of justice with the theme of this course and apply theory to course content.

• (1C) Demonstrate how global awareness informs strategies for responsible citizenship as that awareness applies to the theme and content of this course.

• (1D) Demonstrate how knowledge of diversity informs strategies for responsible citizenship as that knowledge applies to the theme and content of this course.

All-College Honors Program

Director: Bruce J. Dierenfield, PhD

Introduction

The All-College Honors Program is a learning community of excellent and motivated students who take interdisciplinary courses and enjoy abundant opportunities for social interaction and cultural enrichment. Because the Honors Program replaces the entire core curriculum, Honors students need not take any regular core courses or fulfill any core requirements. All majors can complete Honors, and even quadruple majors have done so. Please see the Honors website for a more detailed description of the Honors Program and its academic, co-curricular, social, and cultural opportunities at the All-College Honors’ website (https://www.canisius.edu/academics/office-academic-affairs/all-college-honors-program/)

Qualifications

Admission to the All-College Honors Program is open to entering first-year students with strong academic records and to well-qualified sophomores and transfer students who seek permission from the Honors director.

Advisement

All-College Honors students should see the Honors director regarding advisement questions.

Program Experiences

Many Honors courses are supported with a variety of co-curricular activities. Examples include visiting museums, art galleries, and houses of worship; attending cultural performances; sight-seeing places of historic significance; and dining at faculty homes or area coffeehouses.

The Honors Program and the Honors Student Association traditionally sponsor many different events, including a freshman orientation dinner, an off-campus retreat, a luncheon series with community leaders, a film series, snow tubing and skating, lectures by nationally-known professors, jazz and orchestral concerts, visits to museums and sports arenas, ice cream socials, a 60-second talks program, a Thanksgiving dinner, a Christmas party, an Easter egg hunt, an annual banquet, and trips to major cities. The digital Honors Post-Journal and the Monday Missive publicize and promote these events.

In addition, many Honors students participate in community service projects, including a soup kitchen and an after-school program to feed, tutor, and play with disadvantaged children.

Curriculum

All-College Honors Program

Curriculum

(12 Honors courses, all of which count for 3 credits; there are no prerequisites).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HON 101</td>
<td>Honors English</td>
<td>3</td>
</tr>
<tr>
<td>HON 110</td>
<td>Western Tradition I</td>
<td>3</td>
</tr>
<tr>
<td>HON 111</td>
<td>Western Tradition II</td>
<td>3</td>
</tr>
<tr>
<td>1 Fine Arts Honors Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>1 History Honors Course</td>
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</table>
One of these Honors courses must focus on the American experience, and another must address diversity or global understanding.

Typically, Honors freshmen complete Honors English (HON 101) and Western Tradition (HON 110 and HON 111) in their first year. First-year Biology majors have room for only one of these courses in their first semester (usually HON 101) and another of them in the second semester (usually HON 111). If their schedule permits, Honors students may take additional Honors coursework, though only juniors and seniors may take Honors thesis (HON 451). Except for Honors thesis, the course number does not indicate the level of difficulty.

Most Honors students must also complete two non-Honors courses in another language (ancient, modern, or sign), unless they receive AP credit or have satisfactorily completed college-level foreign language coursework. International students whose native language is not English are exempt from this requirement.

Additional Course Considerations
Honors students may receive Honors credit for some qualifying Advanced Placement or International Baccalaureate scores, though there are no exemptions for Honors English or Western Tradition. It may also be possible for college credit obtained elsewhere to be accepted in the Honors Program. The decision as to what outside credit the Honors Program can accept rests with the Honors director. Honors students are encouraged to study abroad and receive up to six hours of Honors credit for doing so.

Note: To graduate with All-College Honors distinction, students must receive credit for all twelve Honors courses taken and two courses in the same foreign language, and have an overall GPA of 3.25 in all Canisius courses.

Roadmap
Recommended Semester Schedule for Honors Program Course Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>HON 101</td>
<td></td>
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<td>HON 110</td>
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<td>HON 111</td>
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<tr>
<th>Sophomore</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1-2 Honors courses</td>
<td>1-2 Honors courses</td>
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<tr>
<th>Junior</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>1-2 Honors courses</td>
<td>1-2 Honors courses</td>
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<table>
<thead>
<tr>
<th>Senior</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 451</td>
<td>1-2 Honors courses</td>
<td></td>
</tr>
</tbody>
</table>

Thesis may also be taken in the junior year or in second semester of the senior year.

1. Biology majors take this class in the fall of the sophomore year.
2. Biology majors generally take 2 courses in the fall of the sophomore year, including HON 110

Learning Goals & Objectives
The learning goals & objectives for the Honors Program are intimately bound up with Honors thesis, the culminating and demanding academic exercise for All-College Honors students. All-College Honors thesis addresses Middle States standards and the learning goals of Canisius College in at least six ways: (1) information literacy, (2) depth of knowledge, (3) critical thinking, (4) writing proficiency, (5) oral communication, and (6) technological competency.

Student Learning Goal #1
Honors students will demonstrate information literacy

Honors thesis is a well-developed exercise in information literacy, one that builds on the foundation laid in Honors coursework in English and the Western Tradition. Each Honors thesis student must define a topic, conceive of the kinds of materials that will be needed to investigate their topics, devise a strategy to locate such materials, think critically about the information gathered, and present the findings honestly and in cogent written and oral form. As appropriate, thesis advisers will recommend relevant materials to their students and guide them in their use, but the thesis remains the responsibility of Honors students as they deepen their own intellectual, research, and communication skills. In sum, Honors students must demonstrate through Honors thesis that they are informed and literate persons on the topics they explore.

Student Learning Goal #2
Honors students will demonstrate depth of knowledge

Honors thesis intrinsically involves an in-depth investigation of one or more fields of learning. In the course of studying a particular topic, Honors students will become aware of multiple points of view regarding it. The task of probing a particular topic at length promotes the skills and habits of mind that are the hallmark of sustained scholarly and/or creative activity.

Student Learning Goal #3
Honors students will demonstrate critical thinking

Honors thesis involves the identification, analysis, and comprehension of assumptions related to the topic under investigation. In addition, Honors students must synthesize information and apply it to their theses. At its highest level, Honors thesis students should aspire to create knowledge in working on their theses.

Student Learning Goal #4
Honors students will demonstrate writing proficiency

The Canisius All-College Honors thesis, which consists of at least 35 pages of text (10,000 words), requires Honors students to think carefully about their work and to write about their findings and conclusions with clarity and precision. These tasks necessitate many weeks of writing and repeated revision, all under the watchful eye of a highly qualified faculty member who serves as thesis adviser. For most Honors students, this intensive writing exercise will be the longest and most highly polished paper of their undergraduate education.
Student Learning Goal #5
Honors students will demonstrate oral communication

Near the end of the semester in which Honors thesis is written, Honors students must present and defend their work in front of an audience that includes the thesis adviser, the 2nd reader, a faculty representative from the Honors Program, and other interested parties, including other Honors students. During this presentation, which is part of “Honors Thesis Defense Week,” thesis students must discuss their arguments, their assumptions, their research, and their findings with clarity and precision. After the thesis presentation, those present may interrogate the Honors students on any aspect of their work, and Honors students are expected to respond to such questioning with considerable familiarity, insight, and skill in communication.

Student Learning Goal #6
Honors students will demonstrate technical competency

During the preparation of Honors thesis or during the thesis defense, Honors students must use a computer with competency. One might, for example, demonstrate this competency by using data bases to gather material, storing or manipulating material in software such as Excel, and/or using PowerPoint or other software (e.g., Emaze, Haiku Deck, Keynote, Prezi, Slidebean, Visme, and Zoho Show) to present the thesis during the defense.

Assessment

All of these skills are measured through the use of three Honors thesis rubrics. One rubric, which is completed at the time of thesis defense by the adviser, 2nd reader, and Honors Program representative, measures oral communication and technological competency. The other rubric, which is completed after the thesis is finished, measures information literacy, depth of knowledge, critical thinking, and writing proficiency. This second rubric comes in two forms, a longer version to be completed by the adviser and a shorter version to be completed by the 2nd reader.

HON 101 Honors English 3 Credits

Various literary genres. Works by writers representing a wide variety of places, times, nationalities, and philosophies. Student's writing refined through these readings and composition assignments.

Restriction: restricted to honors students or by permission of the honors director.

Offered: fall.

HON 105 Disease, Health, and Medicine in America 3 Credits

This interdisciplinary course traces the history of disease, health, and medicine from Columbus' deadly times to the current threats of a Zika epidemic, lead poisoning from contaminated water, and Buffalo's heroin crisis. Students will learn about modern medical miracles and horrifying medical experiments, visit the Museum of disABILITY History, conduct research on an area of personal interest, and hear from an addiction expert. The theory behind this course is the way that we define and treat disease reflects contemporary historical events and our social and cultural values, as well as existing science, education, economics, and technology. Fulfills either the History, Science/Math/Tech, or Social Science requirement in Honors. It also fulfills the American Experience requirement.

Restriction: restricted to honors students or by permission of the honors director.

Offered: summer.

HON 108 The Rise, Fall, & Rebirth of Buffalo 3 Credits

This interdisciplinary course focuses on the rich history, architecture, and culture of Buffalo, New York, known as the Queen City of the Lakes and the City of No Illusions. Through a Place as Text approach, we will visit architectural gems by Sullivan, Richardson, Wright, and Green; Millionaires' Row on Delaware Ave.; organized crime sites; the Colored Musicians' Club; and Buffalo’s revived waterfront. Fulfills either the History or Social Science requirement in Honors, as well as the American Experience requirement.

Restriction: restricted to honors students or by permission of the honors director.

Offered: summer.

HON 110 Western Tradition I 3 Credits

Introduces students to significant intellectual and material elements of Western Civilization from the Ancient World through the Middle Ages. Through an interdisciplinary approach, this course investigates the presumptions, motivations, and expectations of westerners in order to ascertain what is peculiarly 'western' about the world in which we live and think.

Restriction: restricted to honors students or by permission of the honors director.

Offered: fall.

HON 111 Western Tradition II 3 Credits

Introduces students to significant intellectual and material elements of Western Civilization since the Renaissance. Through an interdisciplinary approach, this course investigates the presumptions, motivations, and expectations of westerners in order to ascertain what is peculiarly 'western' about the world in which we live and think. HON 110 is not a prerequisite.

Restriction: restricted to honors students or by permission of the honors director.

Offered: spring only.

HON 210 Gender Intersectionality, Equality, and Identity 3 Credits

This course asks a fundamental question about identity: what is sex and gender and how do we define ourselves within those frameworks? Which levels of respect, dignity and safety do we receive within those frameworks? What would it look like to have a society where women and men are equal? This class takes an intersectional approach in our study of gender, as we will also investigate how gender intersects with economic class, with race & ethnicity, and with our relationships to non-human animals. The theme of this course relates to issues that are always in the news--whether a case of sexual assault, MRA terrorism, and/or the issue of gender in our political processes and elections. Therefore, in this course, our readings will be useful in analyzing the current world around us.

Offered: occasionally.

HON 211 Living Well 3 Credits

A critical examination of the idea of living well under the principles of different ethical notions. Emphasis on the ideas of virtue and vice both for living well and for ethical theories. Character sketches for each different position will be a basis for critical and comparative inquiries. This course fulfills the Philosophy and Diversity/Global Understanding requirements of the Honors Program.

Prerequisite: None. Corequisite: None.

Offered: occasionally.
HON 212 Beauty Matters: Philosophical Considerations of Beauty from Ancient Times to the Present Day 3 Credits
An examination of the nature and importance of beauty as an aesthetic principle and as a source of value for our lives. The course covers issues of beauty and the sublime in ancient and early modern times, but focuses on philosophical literature on beauty from the last few decades, often focusing on issues related to gender and race. Fulfills the Philosophy requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 213 Debating Dinner: The Philosophy of Eating 3 Credits
This course will explore the complex relationships involved in the food that we eat every day. We will examine a variety of issues that circle around food, including consumer ethics, a troubling food system, global hunger, obesity and public health, plant and animal industrial agriculture, and food workers.
Offered: occasionally.

HON 214 Sights & Sounds: Philosophy of Film 3 Credits
An introduction to the philosophy of film. Students need have no special knowledge of film, but should have an interest in watching film and being exposed to different genres and eras of film. The course will explore philosophical readings that focus on different aesthetic characterizations of film and various debates that have followed philosophical theories such as formalist, representational, and expressionist accounts. We will also explore debates in which philosophers have engaged regarding contemporary film, including questions about its nature, whether films have authors, how film engages our emotions, and what relationship film has to ethics, criticism, and knowledge. Fulfills either the Philosophy or Fine Arts requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 215 Death and Dying 3 Credits
This course offers an opportunity for reflective examination on death and dying. We all are going to die, but many of us prefer not to think about it. This course tries to rectify that circumstance by considering the following questions: what is death? What does it mean to die well or to obtain a good death? Is death bad for the person who dies? Is it possible and/or desirable to defeat death? Is an immortal life a good human life? How should human beings view death? How can we best honor and remember the dead? What makes killing “wrong” in cases such as abortion, euthanasia, or suicide? This course will lean heavily on philosophy, but will be fundamentally interdisciplinary, drawing on sociology, psychology, theology, and the natural sciences.
Offered: occasionally.

HON 216 Honors Philosophy 3 Credits
Selected topics in philosophical inquiry, such as rationalism, empiricism, epistemology or metaphysics. Fulfills the Philosophy requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 217 Cities, Suburbs, and Spaces 3 Credits
This course examines the 'built' environment of human beings, such as parks, bedrooms, churches, sidewalks, streets, and transportation systems, in order to determine what kinds of cities, suburbs, and spaces can best contribute to human flourishing. Fulfills the Philosophy or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 218 Intellectual History of the West 3 Credits
This course takes a historical approach to introduce the main ideas of the principal philosophers and thinkers of Western civilization from the beginnings in ancient Greece to the 20th century. Fulfills either the History or Philosophy requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 219 Revolutions of the West 3 Credits
This new interdisciplinary course treats the political philosophy and patterns of the four main revolutions in the West, namely, the French Revolution (1789-1799) and its legacy, the Mexican Revolution (1910-1920), the Russian Revolution (1917), and the Cuban Revolution (1953-1959). We will also examine the views of seminal thinkers whose writings inspired these revolutions, including John Locke, Jean Jacques Rousseau, Karl Marx, and Vladimir Lenin. The nature of revolutions and the profound social and cultural changes wrought by these pivotal upheavals will also be considered.
Fulfills either the History, Philosophy, or Social Science requirement in Honors, as well as the Diversity/Global Awareness attribute. Offered: Occasional.

HON 220 From Asylums to Acceptance: The “Disabled” in America 3 Credits
This new Honors class is an interdisciplinary introduction to the history, laws and institutions; science, health, and technology; culture and attitudes of and toward those deemed “disabled.” We will look at the medical impairments defined as “disabilities” or “handicaps” over time, considering changing definitions and the discovery of new “mental illnesses” and treatments, in particular. This course is also organized around the concept of disability as a social construct which identifies the systemic barriers, negative attitudes, and exclusions by society as major contributing factors to the disabling of people. Students can expect an overview of major themes, events, individuals, policy and scientific developments, as well as political and social activism of, by, and for people with disabilities. Students will be challenged to revise and expand their views of diversity, justice, ethics, civil rights, and even their vocabulary to include the “differentlyabled” – ideally becoming models or agents for change. Specific topics will range from “lunatic asylums,” neuropsychic women, eugenics, and lobotomies to the ADA, St. Mary’s School for the Deaf, disability reformers, and computerized prosthetics. Learning will come from a variety of sources and methods built around seminar style discussion of primary and secondary documents and oral research presentations plus lectures, film/videos, a service animal trainer presentation, and a tour of Buffalo’s Museum of DisAbility History. Restrictions: Honors students only, or by permission of the program director.
Offered: every other fall.

HON 222 History & Literature of the American Civil War 3 Credits
This course will study the various historical reasons for the Civil War, including the social, cultural, and political contexts of 19th-century America, and the literature it produced. We will compare celebrated works, such as Uncle Tom’s Cabin, with lesser-known authors, and question if the ‘real war’ is indeed in these books. Fulfills either the History or Literature requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.
HON 223 Religion, Politics, & the Presidency 3 Credits
This course will begin with the Puritan notion of American exceptionalism, and then turn to the religious thinking of the Founding Fathers who drafted the First Amendment. Among other topics, the course will look at several presidential elections, the adoption of religious mottos, the rise of conservative religious groups that promoted political action, and the debate over hot-button issues, such as immigration, school prayer, abortion, and same-sex marriage. Anticipated class activities include an election night party. Fulfills either the History, Religious Studies, or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 224 Disease, Health, and Medicine in America 3 Credits
Treats life and death issues--literally--from the deadly smallpox brought by Columbus to the bio-terrorism of today. The theory of this course is that the way Americans define and treat disease reflects contemporary historical events and our social and cultural values, as well as the existing science, education and technology. Fulfills either the History, Science/Math/Tech, or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: once a year.

HON 225 Public Health & Mental Health 3 Credits
The purpose of this course is to provide a general introduction to changing definitions of what public health is, its societal and population significance; and its functions in combination with science and politics. Students will learn of the connectivity of public health and health care in the U.S. and globally, as well as the social, behavioral, environmental, and biological factors that contribute to specific individual and community health, both in the U.S. and elsewhere. The course will also address mental health, which includes our emotional, psychological, and social well-being and which affects how we think, feel, and act. It also helps to determine how we handle stress, relate to others, and make choices. We will examine why mental illness has long been stigmatized and consider common mental health issues, including those young adults often experience.
Prerequisite: Honors student or permission of Honors director. Corequisite: none.
Offered: occasionally.

HON 226 Why Black Lives Matter 3 Credits
This interdisciplinary course will focus on the lives of representative African Americans; consider several aspects of African-American culture, including history, literature, religion and music; and provide co-curricular opportunities. The course will conclude with a consideration of the claim that America has become a post-racial society. Fulfills either the History, Religious Studies, Literature, or Social Science requirement in Honors, as well as the American Experience or Diversity/Global Understanding requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 227 Vices and Addictions in American Society 3 Credits
Explains and analyzes the impact of vices and addictions on American daily life and leisure, disease and treatment, the economy, government policies, and reform crusades. Some of the bad habits and addictions to be considered include tobacco, alcohol, marijuana and cocaine, prescribed drugs, coffee, chocolate, and sports betting. Fulfills either the History, Science/Math/Tech, or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: once a year.

HON 228 All-College Honors Program 3 Credits
This course will begin with the 1948 United Nations declaration on genocide and, based on that document, will examine the many ways in which genocide was inflicted upon the indigenous peoples of the Americas, especially the Indians of North America. It will examine the nature and scope of the atrocities that were employed to carry out that genocide. It will also explore how race, religion, and sex contribute to genocide. Finally, it will examine the continuation of genocidal policies by the U.S. government and the long-lasting effects of those policies across generations to the present. Fulfills the History requirement in Honors, as well as the American Experience or Diversity/Global Awareness attribute.
Offered: Occasionally.

HON 231 War & Peace since 9/11 3 Credits
In exploring the nature of world politics and American foreign policy since 9/11, this course focuses on what the United States must do to maintain its traditional reserves of ‘hard’ and ‘soft’ power in an age of globalization and terrorism. Fulfills the Social Science requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 232 American Government: The User Guide 3 Credits
Politics matters. It will significantly impact everyone, regardless of career path. This course will provide the basic tools that students will need to comprehend and effectively participate in American government. Topics will include the three branches of government, American federalism, elections, civil rights, civil liberties, taxes, and budgets. Fulfills the Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.
HON 236 Identity and Power 3 Credits
This course is designed to provide students with a theoretical foundation in examining everyday experiences of people by putting social forms of identity (gender, sexual, racial, ethnic, class, nation, etc.) and power at the center of the discussion. The aim of the course is to encourage students to develop the analytical skills needed to think critically about the relationship between social identity and power. After introducing students to the key concepts and critical theories of ‘power’ and ‘ideology’, the historical processes of colonialism, imperialism and (and ideology) of capitalism will be discussed to establish the background for further class discussions. The seminars will then encourage students to engage in critical dialogues about racial, ethnic, religious, class, nation, gender, and sexual identities and how these identities influence the social positioning of individuals/groups and produce issues of social stratification, conflict, and inequality. The students will examine the ways in which these aspects of identity are socially reproduced, transformed and re-interpreted, both historically and contemporarily. Fulfills Social Science requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 238 The American Presidency 3 Credits
Fulfills the Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 241 History of Judaism 3 Credits
An introduction to the history, religion, and literature of Judaism from the ancient world to the present. Fulfills either the Religious Studies or History requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 242 Cultural Constructions of Jesus 3 Credits
We will examine the various presentations of Jesus that have occurred in different historical and cultural contexts, beginning with the canonical Gospels. The course concludes with a survey of modern interpretations of Jesus: the American Jesus; the Jesus of Latin America, Asia, and Africa; and Jesus in modern literature and film. Fulfills the Religious Studies requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 245 Homeric Epic 3 Credits
This course seeks to examine a series of questions prompted by Homer’s Iliad and Odyssey and look at the broader consequences of those responses from antiquity to the present. It will also introduce the history and language of ancient Greece. No prior knowledge of Greek is required. Fulfills either the History or Literature requirement in Honors, as well as the Diversity/Global Awareness requirement. In addition, this course counts as one of the two required courses in foreign language.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 246 American Religions 3 Credits
This course considers the history of American religions from pre-contact times to the present. It focuses on the evolution of religious faiths and religious ideologies as varying groups came into contact with one another, splintered off into new faith communities, and founded completely original systems of religious belief. Fulfills either the History or Religious Studies requirement in Honors, as well as the American Experience or Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 247 Islam: Religion, History, and Culture 3 Credits
A study of Islamic scriptures, Muslim cultures, social institutions, religious practices, and Muslim and Western writings to better understand Islam and Muslims in the U.S. and throughout the world. Fulfills either the Religious Studies, History, or Social Science requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 248 Religions of the East 3 Credits
This course studies the early days of biography as a genre of Green & Latin literature and its association with imperial and religious power. The course seeks to examine the characteristics of classical lives and Christian hagiography and to consider their influence on modern biography. Since biography generally places the character sketch within a chronological narrative, the course will examine the history of the Roman Empire, early Christendom, and the earliest days of the Holy Roman Empire, with particular focus on the developing struggle between secular and religious authority. The course will also introduce students to the Latin language. Fulfills either the History or Literature requirement in Honors, as well as the Diversity/Global Awareness requirement. In addition, this course counts as one of the two required courses in a foreign language.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 250 Caesar & Christ 3 Credits
This course studies the early days of biography as a genre of Green & Latin literature and its association with imperial and religious power. The course seeks to examine the characteristics of classical lives and Christian hagiography and to consider their influence on modern biography. Since biography generally places the character sketch within a chronological narrative, the course will examine the history of the Roman Empire, early Christendom, and the earliest days of the Holy Roman Empire, with particular focus on the developing struggle between secular and religious authority. The course will also introduce students to the Latin language. Fulfills either the History or Literature requirement in Honors, as well as the Diversity/Global Awareness requirement. In addition, this course counts as one of the two required courses in a foreign language.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.
HON 252 Plantations, Ghettos, Prisons: The Black Experience in America 3 Credits
To a large degree, the black experience in America has been one of confinement. This new interdisciplinary Honors course will look at why and how African Americans were confined physically, as well as some of the many effects resulting from such enforced confinement. We will consider “enslavement” in three successive incarnations, beginning in the 18th century and lasting until today, i.e., southern plantations, northern ghettos, and mass incarceration. We will also look at ways in which African Americans resisted such confinement—turning to religion, making music, composing literature, and organizing protest—and the consequences of resisting the limited world that whites had constructed for them. Among other topics, we will look at the brutality of the slave system, the formation & maintenance of the ghetto, the “long” civil rights movement, black nationalism, the Black Panthers, the Black Arts Movement, police shootings, and the Black Lives Matter movement.
Restrictions: All-College Honors Program students only, or by permission of the program director.
Offered: every third year.
HON 255 The Buffalo Experience 3 Credits
This interdisciplinary course will focus on the history, architecture, and culture of Buffalo, New York, known variously as the ‘Queen City of the Lakes’ and the ‘City of No Illusions.’ There will be walking tours and cultural experiences to supplement classwork. Fulfills either the History, Social Science, or Religious Studies requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.
HON 269 Apocalyptic Culture: Visions of the End of the World 3 Credits
In this seminar, we will look at the idea of the Apocalypse in all its many forms, from its origins in Jewish and early Christian writings to the current explosion or apocalyptic visions in modern popular culture. We will consider such questions as: What is an Apocalypse and why do people imagine the end of the world? Do all cultures do this? What if divine punishment happens and world doesn’t end? Should we make a distinction between “apocalyptic” and “post-apocalyptic” visions? What historical contexts have given rise to apocalyptic visions and what does that say about what we fear or hope for? What is going to kill us: Zombies? Robots? Nature? Something else? What do these stories tell us about ourselves?
Offered: occasionally.
HON 270 Psychobiography 3 Credits
This course will provide a forum to understand the life of an individual, a literary figure, or a historical period through the use of psychological science. At the same time, it facilitates the critical evaluation of psychological theory by examining where theory and research work in real-world contexts. Fulfills Social Science or Science/Math/Tech requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.
HON 271 The Body Erotic/The Body Politic: Sexuality as Political Discourse 3 Credits
We will examine a variety of writers from Europe, Latin America, and the U.S. whose writing deals directly with the issues of the sexual body in terms of the political body. The course will explore the political uses of the body as well as the sexualization of the political. The idea that political discourse has made the sexual political will inform how we read these textual responses to political oppression of the sexual body, and how the sexual body is used as a political retort. These texts will be read in terms of racial, class, and political “identities”. We will explore the usefulness of sex as protest, as political discourse, and as free speech during the course of the 20th Century, from just before WWII, until the present. We will also explore the role religion plays in the intersection of national and sexual identities.
Offered: occasionally.
HON 280 Culture in the Cold War 3 Credits
This course is an examination of the ways people across the globe experienced, consumed, and lived the Cold War from the late 1940s until the fall of the Soviet Union in 1991. Using various cultural artifacts from the period, such as literature, print propaganda, film, sport, and other cultural modes and genres, the course aims to have students understand the Cold War as a multi-polar experience that profoundly shaped the “West,” the “East,” as well as the Global South. The format of the course will be a hybrid of lecture and seminar discussion.
Offered: occasionally.
HON 281 Globalization Challenges & Opportunities 3 Credits
This course will investigate the manifestations of globalization in the 21st century as a moment in time and space where contacts between cultures, economies and political systems accelerated via the new technologies to create what is perceived as a form of “uniformisation”. Globalization tends either to be praised, reviled, or accepted as inevitable. This course encourages students to explore the different facets of the question, provoking ideas and debates about the role of different actors and institutions and the new forms of civic engagement brought about by modern globalization. The course is discussion-based, with a particular emphasis on current events, contemporary essays, and the media.
Offered: occasionally.
HON 282 Genocide & Human Rights in the 20th Century 3 Credits
The Twentieth Century was a century of genocide. Starting with the massacre of the Hereros and Namaquas in German Southwest Africa and ending with the genocidal warfare between the Tutsi and Hutus in Rwanda, more than a hundred million people died as victims of genocide. This course explores the history of these genocides from two different perspectives. On the one hand, it seeks to explain why the Twentieth Century has experienced such an explosion of genocide and what the factors involved in this have been. How is genocide best defined? What was the role of history, geography, technology, and religion in the genocidal violence of the Twentieth Century? On the other hand, this course examines the history of natural theory through the adoption of human rights as the foundation of the new international order that emerged in the wake of World War II.
Offered: occasionally.
HON 312 Masters of Modern Thought 3 Credits
This course focuses on five thinkers whose thought defines, for better or worse, the world in which we now live, i.e., Karl Marx, Richard Wagner, Friedrich Nietzsche, Max Weber, and Sigmund Freud. All were products of the German intellectual tradition, and the profundity of their thought and influence testifies to the preeminent position that Germany held in European thought and culture in the 19th and first part of the 20th century. The cumulative effect of their thought was to challenge the values and moral certainties of what historians and philosophers have called the “bourgeois-Christian world.” This course will provide students with an introduction to the thought of each man and will show how they in their own ways were speaking to each other as part of an intellectual tradition. It is not designed as the end but as the beginning of an intellectual journey that I hope will continue with you for the rest of your lives. Whether or not you agree with what they have to say either individually or collectively, you will, if you are at all sensitive to the larger world around you, be wrestling with the power of their ideas and the implications of their thought long after you have escaped the confines of the classroom.
Offered: occasionally.

HON 313 The Holocaust in Literature & Film 3 Credits
The purpose of this course is to explore how artists have risen to the challenge posed by Adorno’s dictum in literature and film since the end of World War II. It will examine the efforts—both by those who experienced the Holocaust first-hand and those who experienced it from afar—to describe the indescribable, to give aesthetic form and content to an event that negates the very possibility of beauty and meaning, to discover in the wanton destruction of human life a meaning and lesson for all mankind. The course will begin with first-person testimony, that is, the memoirs and reflections of those who survived the Holocaust and their efforts to make sense of their own pain and suffering. The course will next examine literary and poetic representations of the Holocaust, in part by survivors and in part by writers who viewed the Holocaust from a distance. At the end of the course, students should be able to demonstrate a greater ability to use cultural artifacts in well-developed analytic essays on significant historical questions related to representation of the Holocaust. They should also be able to demonstrate a greater sensitivity to the human suffering caused by religious and racial antisemitism, a keener sense of the moral dimensions of varied responses to the Holocaust, and a greater sensitivity to the plight of persecuted minorities more generally.
Restrictions: All-College Honors Program students only, or by permission of the program director.
Offered: occasionally.

HON 314 Famous Jesuits 3 Credits
Students will study the lives and works of famous Jesuits, starting with Ignatius Loyola, who founded the religious order that bears his name (Society of Jesus). The course will also look at Matteo Ricci’s efforts to adapt Christianity to Chinese culture and several contemporary Jesuits, including Francis I, the first Jesuit pope. Fulfills the Religious Studies requirement in Honors, as well as the American Experience or Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 315 Critical Issues in the History of Photography 3 Credits
This seminar proposes to examine the long-standing critical issues surrounding the many discursive spaces (e.g., the museum, family scrapbook, illustrated press, and court of law) that photography occupies in our common (that is, shared) culture. Fulfills the Fine Arts requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 316 Orchestral Music 3 Credits
The course covers orchestral music from the 18th through the 20th centuries. Students will develop an understanding of the history of orchestral music as well as how it is structured, its general characteristics, and its social context.
Offered: Fall.

HON 317 Art, Advertising, & Utopia 3 Credits
This interdisciplinary seminar explores the social function of art. It emphasizes contemporary art practices, the effect of technology on art, and first-hand art ‘experiences’ by visiting artist studios and galleries. Using art as a vehicle for social change, students will develop aesthetic critiques pertinent to this age of images. Fulfills either the Fine Arts or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: fall.

HON 318 Art Song 3 Credits
The simplest musical expression in Western culture is the solo song, the blending of lyric poetry and music. The course surveys art song from the Middle Ages through the twentieth century, looking particularly at those periods and styles that stand as high points of musical achievement. Students will study the poetry and musical styles of a selected repertoire with emphasis on its historical and cultural context and reception. Students will experience the music through live performances on or outside of campus as well as through recordings in class. No previous musical knowledge is required to take the course. Fulfills the Fine Arts requirement in Honors. It also fulfills the Diversity/Global Awareness attribute.
Prerequisite: none. Corequisite: none.
Offered: occasionally.
HON 345 Explorations in the Development of Mathematics 3 Credits
Explores famous problems in mathematics to consider the role of culture in changing motivation, concept, and technique of influential mathematicians. Fulfills the Science/Math/Tech requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 346 30 Years that Shook Science: The Story of the Quantum 3 Credits
Major scientific breakthroughs during the 19th century led many scientists at the end of the 1800's to confidently claim that science was close to explaining everything theoretically. But how wrong these scientists were! The solutions to a few remaining problems led to the discovery of the quantum, which started a revolution in science at the beginning of the 20th century. This course will explore a number of important concepts in science discovered in the early 1900's, their historical development, and the intriguing lives of the scientific giants who played a major role in this revolution. Fulfills either the History or the Science/Math/Tech requirement in Honors.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

HON 347 Mathematics: Patterns, Problems, & Puzzles 3 Credits
Mathematical problems and puzzles can often be solved by investigating underlying patterns. This course analyzes such patterns in the mathematical fields of number theory, geometry (2D & 3D), and logic. The history of the mathematics (and the mathematicians) involved with these patterns, problems and puzzles will also be explored. Fulfills the Science/Math/Tech requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 348 The Theory of Everything 3 Credits
This course will focus on biological concepts and themes as conveyed in novels, short stories, film, and television. Material and class discussions will feature both the science and cultural implications behind topics including evolution, ecology, human consciousness, genetics, disease, and gender/sexuality. Fulfills either the Fine Arts, Literature, or Science/Math/Tech requirement in Honors.
Offered: occasionally.

HON 351 Biology in Fiction and Film 3 Credits
From the ongoing drought in California to the toxic algae blooms in Lake Erie, the importance of clean freshwater is gripping the headlines. In this class, we will explore the science, history, and politics of water resources in the U.S. We will also explore the science behind the hydrology and environmental quality of freshwater systems, delve into the history and politics of Western water law, understand how past water distributions have complicated efforts to deal with the current drought, look at ongoing controversies involving water use in the Great Lakes, and explore how changes in technology and society may lead to the sustainable use of this most limiting resource. Fulfills either the Science/Math/Tech or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 352 Water and Society 3 Credits
Topics include the technology gap, global warming, genetically modified foods, alternative fuels, global food security and environmental stewardship. The seminar will explore the scientific underpinnings of the scientific discussions of our time, focusing on science fact, societal needs (nutrition), environmental concerns, population density, and global moral responsibility. Students will read primary literature, watch media reports, and debate scientific topics. Fulfills either the Science/Math/Tech or Social Science requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 354 Science in the 21st Century 3 Credits
Pope Francis' recent visit to the U.S. revealed that he speaks to our times, as well as pointing us to the future. He embodies a new kind of religious life that is not locked into 20th-century Catholic issues like pre- and post-Vatican II. Likewise, he calls all people beyond the tired polarities of left vs. right wing, Western vs. non-Western, religious vs. spiritual, and so forth. To understand his theology and philosophy more deeply, we will consider Francis' two formal documents as pope, i.e., his 2013 apostolic letter Evangelii Gaudium and his 2015 encyclical Laudato Si. We will also read his writings on spirituality and his fresh insights into the Ignatian way of life. Furthermore, we will see how his life story has shaped his message, via Austen Ivereigh's detailed and highly regarded biography. Finally, we will appreciate how the world of art and popular culture have responded to this compelling and inspiring leader. Fulfills either the Religious Studies or Philosophy requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 355 Science, Religion, and Social Problems 3 Credits
HON 356 Pope Francis: 21st-Century Thinker 3 Credits
This course will consider the role of culture in changing motivation, concept, and technique of influential mathematicians. Fulfills the Science/Math/Tech requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 357 Global Pentecostalism 3 Credits
Topics include the technology gap, global warming, genetically modified foods, alternative fuels, global food security and environmental stewardship. The seminar will explore the scientific underpinnings of the scientific discussions of our time, focusing on science fact, societal needs (nutrition), environmental concerns, population density, and global moral responsibility. Students will read primary literature, watch media reports, and debate scientific topics. Fulfills either the Science/Math/Tech or Social Science requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 358 Science in the 21st Century 3 Credits
The solutions to a few remaining problems led to the discovery of the quantum, which started a revolution in science at the beginning of the 20th century. This course will explore a number of important concepts in science discovered in the early 1900's, their historical development, and the intriguing lives of the scientific giants who played a major role in this revolution. Fulfills either the History or the Science/Math/Tech requirement in Honors.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

HON 359 The Theory of Everything 3 Credits
Will develop an understanding of the state of modern, fundamental physics so that students gain a conceptual idea about the unification of all physical laws, including gravity, electromagnetism, and nuclear forces. The course is set at a level of the general public, with the bulk of the readings being science popularization. Fulfills the Science/Math/Tech requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 360 Biology in Fiction and Film 3 Credits
Explores famous problems in mathematics to consider the role of culture in changing motivation, concept, and technique of influential mathematicians. Fulfills the Science/Math/Tech requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 361 Biology in Fiction and Film 3 Credits
This course will focus on biological concepts and themes as conveyed in novels, short stories, film, and television. Material and class discussions will feature both the science and cultural implications behind topics including evolution, ecology, human consciousness, genetics, disease, and gender/sexuality. Fulfills either the Fine Arts, Literature, or Science/Math/Tech requirement in Honors.
Offered: occasionally.
HON 358 Women and Religion 3 Credits
This course will analyze religion as it has affected the roles and status of women. We will examine four major religious traditions--Judaism, Christianity, Islam, and Hinduism--as well as the modern Goddess movement. Each unit will consider gender within the historical development of the religion, as well as its effect on modern practices. Fulfills either the Religious Studies or Social Science requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 359 Spiritual Autobiography 3 Credits
Considers the characteristics and patterns of spiritual autobiographies, analyzes these texts within the historical, cultural and religious developments of each author's time period, and evaluates modern spiritual autobiographies for their connections to the students' own experiences. Sample autobiographies include those of Augustine of Hippo, Vera Brittain, John Bunyan, Edward Gosses, and Ignatius of Loyola. Fulfills either the Religious Studies or Literature requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 360 Topics in Modern Christianity 3 Credits
After a brief historical survey of the Christian tradition, we will explore issues in modern Catholicism. These include Vatican II, Liberation Theology, the priest sex scandal, the decline in Catholic allegiance in Latin America, the Charismatic movement, and the Francis Effect. Fulfills either the Religious Studies or Social Science requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 363 The Bible & Popular Culture 3 Credits
This class will examine pop culture references to the Bible, including those found in art, music, literature, television, film, and social media. We will critique these uses of the Bible and attempt to sort out their implications. Fulfills either the Religious Studies or Social Science requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 364 Living Religions in Buffalo 3 Credits
Religious beliefs and practices play a significant role in the lives of many people around the world. Religious differences have also led to conflicts and problems. In this class, we will explore world religions through encounters with members of religious communities present in Buffalo.

HON 370 Life-Writing: The Art of Biography 3 Credits
This course will introduce students to classics in the genre of biography from the ancient world to the present, and explore the fundamental theoretical issues underlying the writing and reading of lives. Students will write both as critics and as biography. Fulfills the Literature requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 371 From Argonaut to Avenger, Son of God to Superhero: Religion, Myth, and the Evolution of the Hero 3 Credits
This new interdisciplinary Honors course will examine the mythic and religious traditions of the heroes of the Ancient Near East, Greece, and Rome, and their continuing influence upon the themes and motifs found in the “super” heroes of the comic book age. The course will thus chart the cultural transformation of the idea of the “hero” from a religiously venerated human, to its contemporary association with fictional costumed crime-fighters.
Restrictions: All-College Honors Program students only, or by permission of the program director.
Offered: occasionally.

HON 373 Living Writers 3 Credits
An examination of contemporary literature written by published authors who will visit our class. We will pay special attention to how assigned books reflect and respond to particular contemporary realities, such as the trauma of war, cultural upheaval, spiritual crisis, racial tension, and the challenge of achieving intimacy in a technological world. Fulfills the Literature requirement in Honors.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 374 A Novel Nation: American Literature & Philosophy in the 19th Century 3 Credits
This team-taught course will explore major 19th-century American literary and philosophical movements, including romanticism, transcendentalism, sentimentalism, pragmatism, and realism. We will read a range of different genres, from essays, poems, novels, short stories, slave narratives, and memoirs, and see how literature and philosophy complement each other as disciplines and how they differ. Fulfills either the Literature or Philosophy requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 379 Remodeling Old Texts 3 Credits
This course will explore the phenomenon of adapting classic literary narratives to modern sensibilities in order to consider contemporary issues. More than simply ‘updating’ classic texts, these remodelings of texts attempt to elicit deeper understandings to give voice to marginalized characters, or to highlight truths embedded within the texts. Fulfills the Literature requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 380 Modern American Novel 3 Credits
A general introduction to major American writers from 1920 to the present. Unlike traditional survey courses, this course will not be structured chronologically. Rather, we will explore authors in tandem, examining how different generations, genders, and ethnicities approach a similar topic. We will, of course, deal with the historical, chronological inheritances inherent in the texts, but they will not be read in order. Fulfills the Literature requirement in Honors, as well as the American Experience requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.
HON 381 Contemporary Literary Movements 3 Credits
We will examine four major literary movements of the last half of the 20th century, i.e., the Beat Generation, the Latin American Boom, Ethnic Minority literature, and Gay & Lesbian writing, focusing on two major writers from each movement. Fulfills the Literature requirement in Honors, as well as the American Experience or Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 382 Detective Fiction 3 Credits
Explores how detective fiction has evolved in various social, political, cultural, historical, and linguistic contexts from its American and British origins to a more global context. The course examines how the genre functions as social commentary in these contexts. Students will address various topics, especially the relationship that different cultures, societies, ethnicities, and other groups have toward the law and justice, which is distinctly different from Anglo-American jurisprudence. They will also explore how the social, cultural, and political realities of the American South and Southwest, Italy, Spain, the Caribbean, and Latin America, and their often repressive and violent histories, make detective fiction in these locales somewhat different than that experienced in mainstream markets in the U.S. and the UK. By studying theoretical perspectives, students will enhance their skills in literary analysis. Fulfills the Literature requirement in Honors, as well as the American Experience or Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 383 Rock & Roll and Literature 3 Credits
In this seminar, we will look at the literature of Rock & roll—fiction, poetry, memoir, and journalism—that addresses one of America’s most loved musical forms. While our study will not be limited to American writing, we will explore the ways that Rock & Roll is particularly American. What exactly does Rock & roll bring to the listener, and is that more than just music? We will consider the ways in which Rock & roll acts as a destructive and redemptive force, and the ways it interacts with gender and cultural identity. We will look at the “revolutionary spirit of rock and roll,” as Patti Smith called it, and how it has been both a catalyst of change and a sign of it. We will be listening, too. Each work will have a soundtrack, so we will read the books in the context of their songs. As for writing assignments, students will produce analytical essays and other styles of writing about music. Fulfills the Literature, Fine Arts, and American Experience attribute in the Honor’s program.
Offered: Occasionally.

HON 384 American Immigrant Voices 3 Credits
In this literature course, we will explore contemporary American immigrant voices in fiction and poetry. We will look to answer several questions: What are the themes and preoccupations of contemporary American literature by and about immigrants? What similarities and differences might we see in the stories from writers who come from different countries? How is literature written by immigrants in America changing? What role do immigrant voices play in American literature as a whole? Selections from Junot Diaz, Chimamanda Ngozi Adichie, NoViolet Bulawayo, and Cohn Toibin. Fulfills the Literature requirement in Honors, as well as the American Experience or Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 385 Modern Myths and Fairy Tales 3 Credits
Students will explore the continuing influence of fairy tales and Greek and Roman myths on contemporary literature. In addition, we will consider the cultural contexts of the initial versions of the stories and their more recent retellings, and we will analyze the works from several critical standpoints, including historical and feminist. Fulfills the Literature requirement in Honors, as well as the Diversity/Global Awareness requirement.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 386 Rise of the American Novel 3 Credits
A study of the phenomenon of the American novel and its many characteristics and we will question the construction of a linear narrative of the novel’s rise. Since the first American novel appeared in the same month as the nation’s Constitution, we will look closely at the complex relationship between the novel and the nation. We will approach the novel as the place where American authors worked out and displayed their hopes and fears for the young republic. Thus, we will examine how authors use their novels to construct a national identity; to negotiate anxieties regarding who should and should not rule; to comment on the incorporation or exclusion of the non-English “other”; and to create proper gender, racial, and class rules for its new citizens. Restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 388 Major American Writers 3 Credits
This new course will serve as a general introduction to major American writers from colonial times to the present. As such, this course will be loosely organized around the theme of freedom, the quintessential myth of American identity. We will explore creative responses to the personal experience of oppression and resistance, particularly in relation to inequalities experienced because of race and gender. We will also examine the American experience in terms of religious and sexual freedom. The course will be particularly focused on what authors have to say about the nature of freedom, or its absence, and how to achieve it on an individual level. Fulfills the Literature requirement in Honors, as well as the American Experience attribute.
Offered: Occasional.

HON 389 Nation, Homeland, and Diaspora in Contemporary Middle East Film
3 Credits
This All-College Honors course seeks to introduce students to a wide range of contemporary (post-2000) films from the Middle East and North Africa. In this seminar we will analyze examples of twelve or thirteen feature films from these regions, paying particular attention to how filmmakers represent and comment on the social and political conditions that shape the lives of everyday people. Fulfills either the Fine Arts or Literature requirement in Honors.
Prerequisite: HON 101.
Offered: occasionally.

HON 390 Contemporary Irish Fiction 3 Credits
An exploration of contemporary Irish fiction, including the fiction of Irish America. We will look Ireland’s past through the lens of its present, reading novels and stories from a wide range of Irish and Irish American voices. Through our readings, we’ll seek to understand how Ireland’s colonial past, the Famine, the Troubles, and the Irish diaspora affect Ireland today. More than anything, our intention will be to read and discuss fantastic contemporary books.
Prerequisite: HON 101 unless the Honors director makes an exception.
Corequisite: None.
Offered: occasionally.
HON 393 Buffalo, a Literary City  3 Credits
Buffalo and its surrounding communities comprise one of the country’s richest literary environments. Historically it shaped the lives and careers of Mark Twain and F. Scott Fitzgerald; over the last century, it gave a home to poets like Pulitzer Prize winner Carl Dennis, two-time Pulitzer nominee, National Book Award and Emmy Award winner Lucille Clifton, and influential modernists Robert Creeley and Charles Olson. Its outstanding prose writers include Joyce Carol Oates—long rumored to be a future Nobel Prize winner—historical fiction writer Lauren Belfer, young-adult author Connie Porter, Edgar Award winning mystery writer Gary Earl Ross, and journalist and memoirist Tim Russert. Join us for an examination of the work of the previously mentioned authors, along with some glimpses at the writing of several notable Canisius faculty and alums, writers for other media, and some of this area’s up-and-coming literary artists.

HON 430 Tutorial  3 Credits
This course will be conducted as a tutorial in the Oxbridge (Oxford & Cambridge Universities) style, i.e., one or two students will meet with the instructor once weekly to discuss readings and write & revise papers. Interested students should contact the instructor for mutually agreeable topics.
Restriction: restricted to honors students or by permission of the honors director.
Offered: occasionally.

HON 451 Thesis  3 Credits
Independent research on topic selected by student, culminating in a research paper or creative writing project. Students work closely with their faculty advisers.
Restriction: junior or senior standing in the honors program.
Offered: fall & spring.

HON 499 Independent Study  3 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Liberal Arts and Sciences Requirement

New York State guidelines mandate a minimum number of credits in the liberal arts and sciences for each specific undergraduate degree. Furthermore, the guidelines indicate that these credits should not be directed toward specific occupational or professional objectives.

- Students earning an associate of arts degree must complete a minimum of 45 credits in the liberal arts and sciences.
- Students earning a bachelor of arts degree must complete a minimum of 90 credits in the liberal arts and sciences.
- Students earning a bachelor of science degree must complete a minimum of 60 credits in the liberal arts and sciences

What comprises the liberal arts and sciences?
The liberal arts and sciences comprise the disciplines of the humanities, natural sciences, mathematics, and social sciences. Our degree audit program (GriffAud) verifies this requirement based on the New York State guidelines. The guidelines indicate that the following areas should be included in the liberal arts and sciences:

### Humanities
- English—composition, creative writing, history of language, journalism, linguistics, literature, literature in translation, playwriting
- Fine arts—art appreciation, history or theory
- Foreign languages—composition, conversation, grammar, history of the language, literature of the language, reading, translation studies
- Music—music appreciation, history or theory
- Philosophy—comparative philosophy, history of philosophy, logic, schools of philosophy
- Religion—comparative religion, history of religion
- Theater—dramatic interpretation, dramatic literature, dramaturgy, history of drama, playwriting

### Natural sciences and mathematics
- Natural sciences—anatomy and physiology, biology, chemistry, earth science, geology, physics, zoology
- Mathematics—calculus, mathematical theory, statistics
- Computer Science—broad survey/theory courses

### Social sciences
- Cultural studies, economics, geography, government, history, political science, psychology, sociology
- Criminal justice—introductory and broad survey courses
- Communications—interpersonal communication, mass communication, public speaking, speech and rhetoric

Examples of course types that are not considered within the liberal arts and sciences include:
- Agriculture
- Business—administration, finance, human resources, management, marketing, production
- Computer applications (e.g., word processing, database, spreadsheet), programming (e.g., specific languages)
- Health and physical education
- Home economics
- Education and teaching methods
- Library science
- Music—studio, performance, practice courses—voice, instrument, direction, conducting
- Office technologies and practice
- Performing and related arts—acting, costume design, dance, direction, lighting, production, scene construction, sound production
- Specialized professional courses in such fields as accounting, architecture, dental hygiene, dentistry, engineering, law, medicine, nursing, nutrition, pharmacy, podiatry, veterinary medicine
- Studio art—drawing, painting, ceramics, sculpture
- Technology/technician fields—construction, data processing, electrical, electronics, graphic arts, mechanical, medical, refrigeration repair
- Television and radio production
- Theology—pastoral counseling, ministry
Community-Based Learning

Forming Women and Men for Others Through Academic Courses

Community-Based Learning (CBL) is the incorporation of community service within academic courses, together with structured reflection upon that experience and its connection to the course. The service becomes “a text” within the course. It is called community-based when it is required within a course. CBL is experiential education. It can also contain immersion experiences and researching community needs.

As an educational method, community-based learning provides students with fertile ground on which to test theories acquired in the classroom and put them into practice in the community.

Research has indicated that students involved in community-based learning courses agree that their service experience helped them better understand the course, and has benefited them personally. Community-Based Learning is also “values education.” The development and formation of values arise out of a social consciousness of the situation of “the other”, especially the other who is deprived in some way. Community-Based Learning attempts to make students more aware of social injustices, causes them to consider serious civic engagement in society and introduces them to the challenges and possibilities of systemic change. The integration of CBL into an undergraduate or graduate course has five key components:

1. Service activities are required. The number of service hours can vary, but the suggested norm over a semester is 10-20.
2. Clear connections exist between service activities and the academic course.
3. Service activities benefit the people receiving the service, the students, the service partner and the university in a significant way.
4. Students engage in a carefully articulated reflection process around the service, the connection to the course and the way in which the experience has affected them.
5. Assessment of the outcomes of the service experience is done through evaluations by the service agency, the student and the professor.

Pre-Professional Programs

In addition to undergraduate majors and minors, Canisius offers several pre-professional programs. Students still must complete a major, but these programs help prepare students to meet the admissions requirements for professional schools. Please note that often different professional schools have specific individual requirements and students are encouraged to work with the pre-professional advisor for the program to ensure that they are meeting the requirements for the schools to which they intend to apply. Detailed information about the program is available within its section of the catalog. Please note that there is a general page for Pre-Medical and Pre-Health Professions in addition to specific information on each specific program.

Students interested in study abroad should begin planning early in their college experience so that preliminary coursework and language study can be completed in advance. Students should confer with the Study Abroad office and with their academic advisor to discuss the options.

Community-Based Learning

Study Abroad

Students who study abroad say that it is a life-changing experience. Whether you spend a semester, a summer, or a year abroad, living and learning in another country will open the doors to unique personal and professional experiences as well as improve foreign language skills. Some programs enable students to work as volunteers or interns during their stays and combine language and culture courses with their academic work. The Office of Study Abroad (https://www.canisius.edu/study-abroad/) and International Partnerships (https://www.canisius.edu/global-education/international-student-programs/) is continually improving and increasing the options made available to Canisius students interested in expanding their horizons. Canisius offers study abroad programs in the following locations:

- Antwerp, Belgium — University of Antwerp
- Barcelona, Spain — Universitat Ramón Llull
- Berlin, Germany — Berlin School of Economics and Law
- Cordoba/Seville, Spain - Loyola Andalucia University
- Dortmund, Germany — Technical University of Dortmund
- Eichstaett, Germany — Catholic University of Eichstaett
- Florence, Italy — Lorenzo de’ Medici University
- Galway, Ireland — National University of Ireland at Galway
- Glasgow, Scotland — University of Glasgow
- Lille, France — The Catholic University of Lille-IESEG School of Management
- Lima, Peru — Universidad del Pacifico
- London, England — London Metropolitan University
- Madrid, Spain — Pontificial University Comillas
- Manila, Philippines - Ateneo de Manila
- Oviedo, Spain — University of Oviedo
- Paris, France — IESEG School of Management
- Seoul, Korea — Sogang University
- Strasbourg, France — University of Strasbourg, School of Management (one-year dual degree program available)
- Tokyo, Japan — Sophia University

Open only to students in the All-College Honors Program.

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- Oviedo, Spain — University of Oviedo
- Paris, France — IESEG School of Management
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- Tokyo, Japan — Sophia University

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- Pre-Law (p. 64)
- Pre-Medical and Pre-Health Professions (p. 66)
  - Pre-Chiropractic Medicine (http://catalog.canisius.edu/undergraduate/academics/curricular-information/pre-professional-programs/pre-chiropractic-medicine/)
  - Pre-Dental Medicine (p. 63)
  - Pre-Medicine (p. 67)
  - Pre-Nursing (http://catalog.canisius.edu/undergraduate/academics/curricular-information/pre-professional-programs/pre-nursing/)
  - Pre-Occupational Therapy (http://catalog.canisius.edu/undergraduate/academics/curricular-information/pre-professional-programs/pre-occupational-therapy/)
  - Pre-Optometry (p. 69)
  - Pre-Podiatric (http://catalog.canisius.edu/undergraduate/academics/curricular-information/pre-professional-programs/pre-podiatric/)
  - Pre-Pharmacy (p. 70)
Pre-Dental Medicine

Introduction

Students interested in a career in Dental Medicine have the option of pursuing any major along with completing specific prerequisites. Students must gain a thorough understanding of the profession through a range of shadowing experiences, demonstrate a commitment to service, and earn a competitive score on the Dental Admission Test (DAT). Students should work with the Pre-Med Advisor beginning in the first college year to select appropriate coursework based on their schools of interest, and to plan for appropriate co-curricular experiences. Students applying to dental schools receive a letter of evaluation from the Health Science Advisory and Recommendation Committee. In addition to the information in this section, please check the general information at the pre-medical and pre-health section of the catalog (p. 66).

Joint and Early Assurance Programs

Canisius College maintains a relationship with the LECOM School of Dental Medicine (Bradenton, FL) which allows highly qualified students to gain early acceptance into dental school. Students may apply into this 4+4 program at the same time they apply to Canisius while in high school. Students may also apply to this program during the freshman or sophomore year of college. Canisius will also assist students applying into the University at Buffalo School of Dental Medicine Early Assurance Program during the sophomore year.

Recommended Pre-Dental Courses

Academic admission requirements vary by dental school, but usually include the following courses:

English

One year of English composition or the Honors Program equivalent. (Students who entered Canisius prior to 2018 may use FYS 101 and ENG 101.)

Select one of the following:

Option 1:
- ENG 111 Academic Writing 3
- ENG 112 Writing about Literature 3

Option 2:
- HON 101 Honors English 3
  and an Honors Literature course 3

Biology

At least one year of general biology with laboratory: (Please note that many schools require additional courses in biology with laboratories such as microbiology (BIO 307) and anatomy & physiology (BIO 114/BIO 115 or BIO 324/BIO 340). Students work with the PreMed Advisor to plan for any additional courses.)

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
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Chemistry

One year of general chemistry and one year of organic chemistry with laboratories:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228 &amp; 228L</td>
<td>Organic Chemistry II and Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Students may take CHM 109, CHM 110, and CHM 111L to fulfill this requirement.

Physics

One year of introductory physics with laboratory:

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<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>and University Physics I Laboratory</td>
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<tr>
<td>PHY 202 &amp; 202L</td>
<td>College Physics II and University Physics II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Biochemistry

One semester of biochemistry.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
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<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 211</td>
<td>Biochemistry and Cell Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Biochemistry and Cell Biology II</td>
<td>3</td>
</tr>
</tbody>
</table>

Students should take both BIO 211 / BIO 212

| Option 2: | | |
| BCH 301 | Introduction to Biochemistry | 3       |
| BCH 302 | Cellular Biochemistry | 3       |

Students may take one or both courses of BCH 301 / BCH 302

Additional Pre-Dental Recommended Courses

Additional Pre-Dental courses may be needed depending on which schools students intend to apply to. Students should work with the PreMed Center for assistance in identifying additional courses.

Mathematics

Math requirements vary at the different dental schools. We recommend students take a minimum of either statistics (MAT 141 or PSY 201) or calculus (MAT 111). Chemistry majors must take MAT 141.
Behavioral/Social Science
One semester each of psychology (PSY 101 or PSY 102) and sociology (SOC 110 or SOC 111) are recommended. The behavioral science and humanities requirements vary at dental schools.

Additional Science Courses
Students not majoring in the sciences should elect additional upper-level coursework in the sciences. Some dental schools require additional biology courses such as microbiology, anatomy and physiology. Students majoring in a science are encouraged to take additional coursework in the humanities, social sciences and business. Please work with a Pre-Med advisor to select courses.

Elective Courses
HRP 101 allows students to explore different health professions.
HRP 201 and HRP 202 allow students to explore areas of medicine in more depth.
HRP 498 is an internship in medical informatics.

Pre-Law
The Frank G. Raichle Pre-Law Center
Pre-Law Committee: Robert Klump (klumpr@canisius.edu), Esq., Director, Frank G. Raichle Pre-Law Center; Patricia Erickson, Professor Emerita of Criminal Justice; Peter J. Galie, Professor Emeritus of Political Science; and Helen Ferraro-Zaffram, Esq., Board Member, Desmond Law Society

The Frank G. Raichle Pre-Law Center assists students who wish to enter the legal profession by offering counseling and advisement regarding law schools and the Law School Admissions Test and by providing several partial pre-law scholarship awards to juniors and seniors. Internship and other opportunities are enhanced by the work of the college’s Pre-Law Advisory Council

The Raichle Center also sponsors an annual lecture series on problems of law and American society. Raichle Lectures have included six justices of the U.S. Supreme Court.

Students interested in law are encouraged to contact the Director at their earliest opportunity and are encouraged to join the pre-law fraternity, Phi Alpha Delta.

Pre-law students may wish to consider joining the college’s Mock Trial team and enrolling by instructor’s permission in the one credit Mock Trial course (LEG 101)

Canisius College does not offer a Pre-Law Major; the college instead offers a program that prepares students to succeed both in law school and in the legal profession. Students wishing to choose law as a career may major in any field or fields as undergraduates. They should bear in mind, however, that their aim must be the attainment of a broad liberal education. Specifically, they should attain considerable skill in language, knowledge of human institutions and values and an ability to reason critically. The committee therefore recommends that students wishing to choose law as a career include in their undergraduate programs of study the following:

1. Courses which develop skills of accurate comprehension and precise expression in language.
2. Courses in which knowledge of human institutions can be attained, with special reference to American constitutional law and history.
3. Courses which develop abilities in logic and appreciation of ethical and political values.

For additional information regarding Pre-Law program events and opportunities, please visit the Pre-Law webpage (https://www.canisius.edu/academics/programs/pre-law/).

The Raichle Pre-Law Center offers an accelerated option for those who want to earn their bachelor’s degree and law degree (JD) in 6 years. Canisius College is now a partner institution for the University at Buffalo School of Law (p. 66)’s 3+3 Accelerated BA-JD program. To learn more, please visit the 3+3 Accelerated BA-JA program webpage (https://www.canisius.edu/academics/programs/pre-law/33-accelerated-ba-or-bs-plus-jd/).

Pre-Law Program
Freshman Year
Introduction to the Raichle Pre-law Center.
Attend New Student Orientation Program Session. Fall

Phi Alpha Delta Membership
Consider membership in Desmond Pre-Law Chapter of Phi Alpha Delta Law Fraternity.

Raichle Pre-Law Center
Attend comprehensive presentation by Raichle Center Director Robert Klump and former Director Peter Galie at which the following aspects of the law school application process and the legal profession will be addressed. All pre-law students are invited to attend. Fall

- What is the legal profession all about?
- Varieties of practice, e.g. law firm, in-house, government.
- What opportunities does a law degree provide in addition to the practice of law?
- The current state of the legal job market.
- The cost of attending law school and financing law school education.
- Building a resume that will help get you into law school.
- Choosing a curriculum that will be attractive to law school admissions committees.
- Internship opportunities.
- The LSAT (Law School Aptitude Test): how to prepare; when to take.

Sophomore Year
Phi Alpha Delta Membership
Consider membership in Desmond Pre-Law Chapter of Phi Alpha Delta Law Fraternity.

Course Selection
Consider pre-law recommended electives in selecting courses. Fall/Spring

RAICHLE PRE-LAW CENTER
Attend comprehensive presentation by Raichle Center Director Robert Klump and former Director Peter Galie at which various aspects of the law school application process and the legal profession will be addressed. All pre-law students are invited to attend. Fall

Pre-Law Scholarship Competition
Sophomores satisfying eligibility requirements may apply for a partial pre-law scholarship for their junior year; several scholarships are awarded on a competitive basis by the Pre-Law Committee. Spring
Junior Year
Course Selection
Consider pre-law recommended electives in selecting courses. Fall/Spring

RAICHLE PRE-LAW CENTER
Attend comprehensive presentation by Raichle Center Director Robert Klump and former Director Peter Galie at which various aspects of the law school application process and the legal profession will be addressed. All pre-law students are invited to attend. Fall

Pre-Law Scholarship Competition
Juniors satisfying eligibility requirements may apply for a partial pre-law scholarship for their senior year; several scholarships are awarded on a competitive basis by the Pre-Law Committee. Spring

Internships
Juniors interested in doing a law-related internship during the summer preceding senior year should submit an application and supporting materials to the Director. Spring

Getting into Law School
A Strategy for Success
A service provided by the Raichle Pre-Law Center consisting of one-on-one counseling during the Spring semester on the law school application process, including the following topics:

• Selecting the right law school.
• Applying to law school including early admissions.
• Preparing for the LSAT.
• Writing the personal statement.
• Updating resumes.
• Obtaining letters of recommendation.

Senior Year
RAICHLE PRE-LAW CENTER
Attend comprehensive presentation by Raichle Center Director Robert Klump and former Director Peter Galie at which various aspects of the law school application process and the legal profession will be addressed. All pre-law students are invited to attend.

One-on-one advisement sessions with Raichle Pre-Law Center Director on the law school application process, including: whether and when to retake the LSAT; strategies for enhancing chances for admission at particular law schools; negotiating scholarship and financial aid offers; selecting which law school to attend. Fall/Spring

Recommended Electives
It is recommended that pre-law students consider taking one or more of the following courses. Not all courses listed are offered every semester or academic year; check availability during course registration. Pre-Law students seeking additional information regarding recommended electives should consult with the director of the Raichle Pre-Law Center.

Information after the course title is provided to help students understand the reason each course is recommended as a potential elective.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting (introduction to financial concepts relevant to study of business-related law school courses such as taxation and corporate law)</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

The courses listed below are available as options for any student, particularly those interested in legal careers.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 300</td>
<td>Roman Law and Society (the origins and development of civil and statutory law in the Western legal tradition)</td>
</tr>
<tr>
<td>CRJ 250</td>
<td>Criminal Law and Procedure (acquisition of knowledge of substantive criminal law and constitutional protections for criminal defendants)</td>
</tr>
<tr>
<td>CRJ 280</td>
<td>Legal Writing and Advocacy I (use of language in the administration of law, including ways to read and brief cases and to read statutes)</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics (introduction to the economic system that undergirds and plays a major role in our legal system)</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics (introduction to the economic system that undergirds and plays a major role in our legal system)</td>
</tr>
<tr>
<td>ENG 385</td>
<td>Rhetoric and Composition (refinement of professional writing)</td>
</tr>
<tr>
<td>PHI 225</td>
<td>Logic (preparation for LSAT)</td>
</tr>
<tr>
<td>PHI 241</td>
<td>Ethics: Traditions in Moral Reasoning (ethical standards relevant to the practice of law)</td>
</tr>
<tr>
<td>PHI 261</td>
<td>Philosophy of Law (philosophical underpinnings of law)</td>
</tr>
<tr>
<td>PSC 103</td>
<td>The American Constitution (constitutional foundations of governmental power)</td>
</tr>
<tr>
<td>PSC 320</td>
<td>American Constitutional Law I (introduction to law school case method; i.e. use of court decisions to exemplify legal principles, acquisition of substantive knowledge of major areas of law)</td>
</tr>
<tr>
<td>PSC 321</td>
<td>American Constitutional Law II (introduction to law school case method; i.e. use of court decisions to exemplify legal principles, acquisition of substantive knowledge of major areas of law)</td>
</tr>
<tr>
<td>PSC 420</td>
<td>The Constitution, The War on Terror and Civil Liberties (introduction to law school case method, i.e. use of court decisions to exemplify legal principles, acquisition of substantive knowledge of major areas of law)</td>
</tr>
<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11 (substantive knowledge of legal mechanisms to promote responses to fight cross border crime, such as terrorism and drug trafficking)</td>
</tr>
</tbody>
</table>
LEG 101 Mock Trial 1 Credit
Acquire knowledge of trial proceedings, rules of evidence and courtroom skills necessary to qualify for Mock Trial team membership; prepare for and compete in Mock Trial tournaments. Students may take this class up to 4 times for credit.
Prerequisite: permission of instructor.
Offered: fall & spring.

LEG 201 Legal Reasoning, Writing and Advocacy 3 Credits
Examine process and techniques which lawyers use to advocate effectively in the American legal system. Analyze the art of legal argument, decision-making and reasoning. Draft legal briefs and memoranda, including use of precedent.
Offered: typically fall semester.

Director: Robert Klump (klump@canisius.edu), Esq. at 716.888.2884

The 3+3 Accelerated BA/BS-JD program (https://www.canisius.edu/academics/programs/pre-law/33-accelerated-ba-or-bs-plus-jd/) through the University at Buffalo School of Law (https://www.law.buffalo.edu/admissions/3-plus-3.html) is open to a variety of majors. By participating, you can:

• Complete your undergraduate education and law degree in less time (and for less cost) than the 7 years typically required
• Become fully eligible for scholarships and grants offered to qualified incoming students at the University at Buffalo School of Law

Eligibility
This unique program is open to Raichle pre-law students who:

• Plan to major in classics (p. 125), criminal justice (p. 145), environmental studies (p. 166), English (p. 155), history (p. 188), philosophy (p. 224), political science (p. 239) or sociology (p. 259)
• Take the LSAT or GRE no later than January of their junior year*
• Apply to the UB School of Law no later than February 1 of their junior year
• Complete all academic requirements toward their major by the end of their junior year
• Maintain a cumulative GPA at Canisius of 3.5 or higher

*The LSAT score must be at or above the median LSAT score for the UB School of Law’s previous year’s enrolled class and the GRE score must be in at least the 70th percentile for Verbal Reasoning and the 40th percentile for Quantitative Reasoning.

For more information, contact the program director.

Pre-Medical and Pre-Health Professions

Program Director: Allyson D. Backstrom, PhD (backstra@canisius.edu)

Introduction
The Dr. George E. Schreiner ’43 Pre-Medical Center has been established to enhance the quality of the undergraduate experience for students who wish to enter the many fields of medicine and the health professions including medicine (allopathic and osteopathic), dentistry, podiatry, optometry, physician assistant, pharmacy, physical therapy, occupational therapy, chiropractic, nursing, public health, and veterinary medicine among others. The Pre-Medical Center supports students through one-on-one advising, hosting seminars to assist students learning about various health careers and professional schools, connecting students with shadowing and volunteer activities, and assisting students with the application process to gain entry into professional schools. It is important to understand that Pre-Med/Health Sciences is a support program and not an academic major. Students interested in careers in medicine and other health professions may major in any academic area they choose. While students frequently major in biology, chemistry, biochemistry or psychology, students also major in Spanish, mathematics, history, classics, English, management and philosophy among others. Further information can be found in the catalog sections for each major. Along with the academic major requirements, students complete specific course requirements for the health professional schools of choice. In addition to our rigorous science prerequisites, all programs require a broad liberal arts education which is achieved through the Core Curriculum or the All College Honors Program. Specific requirements vary from one professional school to another so it is important for students to utilize the advising services of the Pre-Medical Center beginning in their first college year or as soon as they become interested in pursuing a health profession. For a more detailed description of the program please go to the Pre-Med/Pre-Health website (https://www.canisius.edu/academics/programs/pre-medical-and-pre-health-professions/).

Advisement
All pre-med/pre-health students should register with the PreMed Center upon arrival at Canisius their freshman year. Additionally, students who develop an interest in the health professions after matriculating at Canisius are able to register with the PreMed Center at any time. Pre-Med advisors assist students in all aspects of their preparation for entry into the health professions and serve in addition to academic major advisors. All students should work closely with the advisor in their major and the Pre-Med Advisor in discussing career expectations, choosing major electives, developing their entire academic program, and planning co-curricular or supplemental academic experiences. This process should start as early as possible. The PreMed advisors assist students in completing appropriate documentation each year to maintain good standing in the Pre-Med/Pre-Health program.

Qualifications
To meet minimal requirements for most health professions, students must maintain a minimum GPA of 3.0. Students with a GPA lower than this should contact the Pre-Med Advisor for assistance. Higher GPAs are needed to be competitive applicants for most health professions with many programs looking for a GPA of 3.6. Science GPAs are often evaluated separately and must also be competitive. Competitive scores on professional exams (MCAT, DAT, GRE, PCAT, OAT, etc.), demonstrated commitment to serving others, and thorough exploration and understanding of the desired profession are also critical. Full understanding of the profession includes multiple shadowing experiences with different professionals over time and clinical volunteer experiences. The Pre-Medical Center will help students plan appropriately for each of these qualifications. Special academic seminars, internships, and medical travel opportunities are also available.

Early Assurance and Joint Degree Programs
Canisius College maintains relationships with health professional programs allowing students to gain early acceptance into medical, dental, pharmacy, optometry, and veterinary programs among others. Relationships with professional schools also allow for students to be admitted into joint programs upon enrolling at Canisius as freshmen or during the first or second college year. These programs are competitive and appropriate for the highly motivated student who has thoroughly explored the health
professions to develop an understanding of and commitment to their chosen profession. Depending on the program, an outstanding high school record or early record in college is required. Please contact the Pre-Medical Center for the most up-to-date details on the various programs.

**Early Assurance Program**

A Pre-Medical Early Assurance program at Canisius is offered in conjunction with the Lake Erie College of Osteopathic Medicine (NY, PA and FL campuses). A Pre-Dental Early Assurance program is offered in conjunction with the LECOM School of Dental Medicine (Bradenton, FL). The Pre-Medical Center also works with students to apply to Early Assurance Programs open to students at all colleges such as the University at Buffalo School of Dental Medicine and the State University of New York Upstate Medical University (Syracuse, NY) College of Medicine and the Doctor of Physical Therapy programs. A Pre-Pharmacy Early Assurance Program is offered in conjunction with the LECOM School of Pharmacy (PA and FL campuses) and D’Youville College. An Early Opportunity in Medicine Program (http://medicine.buffalo.edu/oia/education/education/early-opportunity-medicine.html) for qualified applicants from groups historically underrepresented in medicine is offered in conjunction with the SUNY University at Buffalo Jacobs School of Medicine and Biomedical Sciences.

**Joint Degree Programs**

Canisius College has seven-year joint degree programs with the following professional schools; Lake Erie College of Osteopathic Medicine, University at Buffalo School of Pharmacy, LECOM School of Pharmacy, D’Youville College School of Pharmacy, and the SUNY State College of Optometry, among others. The first three years are spent at Canisius and the last three or four years at the professional school. A bachelor’s degree (BS) will be awarded from Canisius College after completion of the first professional year of osteopathic medicine, pharmacy, or optometry school. The DO, PharmD, OD or other appropriate professional degree will be awarded at the end of seven years. To remain in good standing, students must fulfill all requirements established by the professional school. A Jesuit University consortium guarantees an interview for students who meet GPA requirements and are applying to pharmacy programs at Jesuit schools. University of Guelph Ontario Veterinary College has also reserved seats for Canisius students.

**Courses**

**HRP 101 Introduction to Health Professions**

This course is designed for students who are considering careers in the health-related professions: medical, dental, and allied health fields. The health professions are one of the largest growing industries in the country, and many options exist for students to consider. In this course students will gain a greater understanding of the various health-related professions and hear from practitioners and clinicians who are currently working in the field. This is a 1-credit hour course and will meet once per week.

**Offered:** occasionally.

**HRP 111 Medical Terminology**

This introductory course in medical terminology focuses on prefixes, suffixes, word roots and their combinations to build basic medical vocabulary. Terminology related to anatomy, physiology, symptomology, and pathology will be included.

**Offered:** spring.

**HRP 201 Topics in Health Professions Seminar I**

These seminars facilitate in-depth exploration of special topics in health and health care such as Primary Care, Social Medicine, and Medical Specialties.

**Prerequisite:** permission of the program director.

**Offered:** occasionally.

**HRP 202 Topics in Health Professions Seminar II**

These seminars facilitate in-depth exploration of special topics in health and health care such as Primary Care, Social Medicine, and Medical Specialties.

**Prerequisite:** permission of the program director.

**Offered:** occasionally.

**HRP 498 PEPID Medical Informatics Internship**

This overview course will provide a broad exposure to the field of informatics and the students will learn how information is created, interpreted, processed, stored and applied in healthcare with the help of modern technology. Travel out of state is required.

**Prerequisite:** permission of the program director & competitive application to PEPID.

**Offered:** fall & spring.

**HRP 499 Health Professions Internship**

Research or other practical experience related to the health professions.

**Prerequisite:** permission of the program director.

**Offered:** fall & spring.

**Pre-Medicine Introduction**

Students interested in a career in allopathic (MD) or osteopathic (DO) medicine have the option of completing a four-year degree in any major along with completing specific prerequisites. Students are encouraged to prepare for both the allopathic and osteopathic options. Medical school admission is very competitive and students should work closely with the Pre-Med Advisor throughout their college years to stay on track with both academic and co-curricular preparation. Students should gain clinical experience through hospital volunteerism and shadowing physicians.

Academic admission requirements vary somewhat by medical school. The Medical College Admission Test (MCAT) includes some content from courses not specifically required by all medical schools. Students must complete coursework that both satisfies medical school requirements and also prepares them to score well on the MCAT. Students applying to medical schools receive a letter of evaluation from the Health Science Advisory and Recommendation Committee. In addition to the information in this section, please check the general information at the pre-medical and pre-health section of the catalog (p. 66).

**Joint and Early Assurance Programs**

Canisius College students may apply to Early Assurance programs (4+4) at the State University of New York Upstate Medical University (Syracuse, NY) College of Medicine and the Lake Erie College of Osteopathic Medicine (PA and FL campuses). Students apply to the Upstate program during the sophomore year. Students may apply to the LECOM program at the same time they apply to Canisius while in high school or during the freshman or sophomore year at Canisius. Highly qualified students may also apply to the LECOM joint seven-year (3+4) program in high school or the freshman year of college. A six-year (3+3) primary care physician pathway is also available through LECOM. Students in the LECOM programs with the appropriate academic indices are not required to take the MCAT. An Early Opportunity in Medicine Program (http://medicine.buffalo.edu/oia/education/education/early-opportunity-medicine.html) (EOPIM) for qualified applicants from groups historically underrepresented in medicine is offered in conjunction with the SUNY University at Buffalo Jacobs School of Medicine and Biomedical Sciences. Students apply to the EOPIM during the sophomore year.
Recommended Pre-Medical Courses

Recommendations include those courses needed to meet most medical school requirements and to prepare for the MCAT. Students must consult individual medical schools for additional specific requirements. The PreMed Center has resources to help students in this process.

English

One year of English composition (students who entered Canisius prior to fall 2018 may use FYS 101 and ENG 101).

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<tr>
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<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HON 101</td>
<td>Honors English</td>
<td>3</td>
</tr>
<tr>
<td>and an Honors Literature course</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Biology

At least one year of general biology with laboratory: (Please note that some schools require additional courses in biology. Students work with the PreMed Advisor to plan for any additional courses.)

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<tr>
<td>Option 1:</td>
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</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I</td>
<td>4</td>
</tr>
<tr>
<td>and Introductory Biology Laboratory I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II</td>
<td>4</td>
</tr>
<tr>
<td>and Introductory Biology Laboratory II</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chemistry

One year of general chemistry and one year of organic chemistry with laboratories:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>and General Chemistry I Laboratory 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>and General Chemistry II Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>and Organic Chemistry I Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 228 &amp; 228L</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>and Organic Chemistry II Laboratory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 Students may take CHM 109, CHM 110, and CHM 111L to fulfill this requirement.

Biochemistry

One semester of biochemistry is required by most medical schools. However the content for the MCAT exam is spread over two semesters. (Lab requirements vary by school.):

<table>
<thead>
<tr>
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</thead>
<tbody>
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<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>Biochemistry and Cell Biology I</td>
<td>4</td>
</tr>
<tr>
<td>and Biochemistry and Cell Biology Lab I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Physics

One year of introductory physics with laboratory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>University Physics I Laboratory</td>
<td></td>
</tr>
<tr>
<td>PHY 202 &amp; 202L</td>
<td>College Physics II Laboratory</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics

Math requirements vary at the different medical schools. Most medical schools require one year of college level math. Some specifically require calculus, most specifically require statistics. The MCAT utilizes statistics typically learned through science courses. We recommend students take a minimum of one semester of statistics (MAT 141 or PSY 201) and strongly encourage students to also take one semester of calculus (MAT 111 or MAT 109/MAT 110). Chemistry majors must take MAT 141.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I 1</td>
<td>4</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 141</td>
<td>Inferential Statistics and Computers for Science</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Students may take MAT 109, MAT 110 to fulfill this requirement.

Behavioral/Social Science

One semester each of psychology (either PSY 101 or PSY 102) and sociology (SOC 110). Some medical schools require more than two courses in the behavior/social sciences. The MCAT includes content from PSY 101, PSY 102 and SOC 110. If a student does not take both PSY 101 and PSY 102, they may learn some psychology content independently.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 102</td>
<td>Introduction to Psychology II</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Courses

Students not majoring in a science are encouraged to take additional science elective courses. A few medical schools have additional biology requirements. Students majoring in a science are encouraged to take additional coursework in the humanities and social sciences. Additionally, several specialized courses of interest are available to help students explore aspects of medicine and healthcare in more depth.
HRP 101 allows students to explore different health professions.

HRP 201 and HRP 202 allow students to explore areas of medicine in more depth.

HRP 498 is an internship in medical informatics.

**Pre-Optometry**

**Introduction**

Students interested in a career in Optometry have the option of pursuing any major along with completing specific prerequisites. Optometry schools typically require a minimum of 90 credit hours be completed at the undergraduate level and many prefer the bachelor degree be completed. Students must gain a thorough understanding of the profession through a range of shadowing experiences and earn a competitive score on the Optometry Admission Test (OAT). Students applying to optometry schools receive a letter of evaluation from the Health Science Advisory and Recommendation Committee. Students should work with the Pre-Med Advisor beginning in the first college year to select appropriate coursework based on their schools of interest, and co-curricular experiences. In addition to the information in this section, please check the general information at the pre-medical and pre-health section of the catalog (p. 66).

**Joint and Early Assurance Programs**

Canisius College maintains a relationship with SUNY College of Optometry which allows students to gain early acceptance into optometry school. Highly qualified students may be admitted into this 3+4 program upon enrolling at Canisius as freshmen or during the freshman or sophomore year. Students in this program complete the Core Curriculum or the All College Honors Program and three years of the Chemistry Health Track major or a Biology major.

**Recommended Pre-Optometry Courses**

Academic admission requirements vary by optometry school, but usually include the following courses:

**English**

One year of English composition (students who entered Canisius prior to fall 2018 may use FYS 101 and ENG 101).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Option 1:</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Option 2:</td>
<td></td>
</tr>
<tr>
<td>HON 101</td>
<td>Honors English</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and an Honors Literature course (3 credits)</td>
<td></td>
</tr>
</tbody>
</table>

**Biology**

At least one year of general biology with laboratory. Most schools also require a semester each of anatomy, physiology and microbiology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Chemistry**

One year of general chemistry and one year of organic chemistry with laboratories:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228 &amp; 228L</td>
<td>Organic Chemistry II and Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Students may take CHM 109, CHM 110, and CHM 111L to fulfill this requirement.

**Biochemistry**

One semester of biochemistry.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 211</td>
<td>Biochemistry and Cell Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Biochemistry and Cell Biology II</td>
<td>3</td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCH 301</td>
<td>Introduction to Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BCH 302</td>
<td>Cellular Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Students make take one or both courses of BCH301/ BCH 302

**Physics**

One year of introductory physics with laboratory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202 &amp; 202L</td>
<td>College Physics II and University Physics II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

**Mathematics**

One semester of statistics and one semester of calculus. Chemistry majors must take MAT 141. Some optometry schools suggest one year of calculus (MAT 111-MAT 112).
Pre-Pharmacy

Introduction

Students interested in a career in Pharmacy have the option of completing a four-year degree in any major along with completing specific prerequisites or completing only two or three years of study before starting pharmacy school. As long as the required courses are taken, students should keep in contact with the Pre-Medical Center from their first college year for assistance in planning appropriately for entry into pharmacy schools. Most students at Canisius College choose the four-year option majoring in either Chemistry (Health Professions Track), Biochemistry, or Biology. Majoring in other academic areas is also possible. Further information can be found in the catalog sections for each of those departments. Students must gain a thorough understanding of the pharmacy profession that includes shadowing or work experience in a pharmacy. Students must also earn competitive scores on the PCAT (Pharmacy College Admissions Test) which is required by most schools. In addition to the information in this section, please check the general information at the pre-medical and pre-health section of the catalog (p. 66).

Joint and Early Assurance Programs

Canisius College has seven-year (3+4) joint degree programs with State University of New York at Buffalo School of Pharmacy and Pharmaceutical Sciences and D’Youville College School of Pharmacy, and both six- (3+3, PA campus) and seven-year (3+4, FL campus) joint degree programs with Lake Erie College of Osteopathic Medicine School of Pharmacy (FL campus). These programs allow students to earn both the bachelor degree from Canisius College and the Doctor of Pharmacy degree from the partner institution. In these programs, students complete the Core Curriculum or the All College Honors Program and three years of the Chemistry Health Track major (courses approved by the chair of the Chemistry Department) or the Biology major (courses approved by the chair of the Biology Department). After the first year of pharmacy school, the bachelor degree is awarded by Canisius. Students also have the option to apply to a wide range of pharmacy schools under the 3+4 program. For more information regarding these programs and their specific course requirements, contact the Pre-Med Advisor.

Recommended Pre-Pharmacy Courses

Academic admission requirements vary substantially by pharmacy school, but usually require the following courses. These recommendations prepare a student to apply to multiple pharmacy programs.

English

One year of English composition (students who entered Canisius prior to fall 2018 may use FYS 101 and ENG 101).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>HON 101</td>
<td>Honors English</td>
<td>3</td>
</tr>
</tbody>
</table>

* Please note that SUNY Buffalo prerequisites require careful planning from the first year.

Biology

At least one year of general biology with laboratory. Many schools also require at least one year of anatomy/physiology (BIO 114-BIO 115 or BIO 324-BIO 340). Many programs also require microbiology with laboratory (BIO 307). (Note that some programs require additional physiology.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Introductory Biology I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and Introductory Biology Laboratory I</td>
<td></td>
</tr>
<tr>
<td>BIO 112</td>
<td>Introductory Biology II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and Introductory Biology Laboratory II</td>
<td></td>
</tr>
</tbody>
</table>

Anatomy & Physiology

Select one of the following:

Option 1:

Additional Pre-Optometry Course Suggestions

Social Science and Humanities

Two courses. Sociology (SOC 110) is recommended.

Elective Courses

HRP 101 allows students to explore different health professions.

HRP 201 and HRP 202 allow students to explore areas of medicine in more depth.

HRP 498 is an internship in medical informatics.

Pre-Pharmacy

Introduction

Students interested in a career in Pharmacy have the option of completing a four-year degree in any major along with completing specific prerequisites or completing only two or three years of study before starting pharmacy school. As long as the required courses are taken, students should keep in contact with the Pre-Medical Center from their first college year for assistance in planning appropriately for entry into pharmacy schools. Most students at Canisius College choose the four-year option majoring in either Chemistry (Health Professions Track), Biochemistry, or Biology. Majoring in other academic areas is also possible. Further information can be found in the catalog sections for each of those departments. Students must gain a thorough understanding of the pharmacy profession that includes shadowing or work experience in a pharmacy. Students must also earn competitive scores on the PCAT (Pharmacy College Admissions Test) which is required by most schools. In addition to the information in this section, please check the general information at the pre-medical and pre-health section of the catalog (p. 66).
BIO 114 & 114L  
Human Biology: Introduction to Human Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory  
4

BIO 115 & 115L  
Musculoskeletal Anatomy and Physiology and Musculoskeletal Anatomy and Physiology Laboratory  
4

Option 2:

BIO 324 & 324L  
Human Anatomy and Human Anatomy Lab  
4

BIO 340 & 340L  
Physiology and Physiology Laboratory  
4

Microbiology

BIO 307 & 307L  
Microbiology and Microbiology Laboratory  
4

Chemistry

One year of general chemistry and one year of organic chemistry with laboratories.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111</td>
<td>General Chemistry I and General Chemistry I Laboratory 1</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228 &amp; 228L</td>
<td>Organic Chemistry II and Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

1 Students may take CHM 109, CHM 110, and CHM 111L to fulfill this requirement.

Biochemistry

One semester of biochemistry. (Note that not all programs require biochemistry.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 211</td>
<td>Biochemistry and Cell Biology I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Biochemistry and Cell Biology II</td>
<td>3</td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCH 301</td>
<td>Introduction to Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Physics

One semester of introductory physics with laboratory. Not all schools require physics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>and University Physics I Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics

One semester each of calculus and statistics. Some of the more competitive schools require one year of college level calculus (take MAT 112). Chemistry majors MUST take MAT 141.

Code | Title                                      | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I 1</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Inferential Statistics and Computers for Science or PSY 201</td>
<td>4 or 3</td>
</tr>
</tbody>
</table>

Additional Pre-Pharmacy Course Suggestions

Economics

Most programs require one semester of economics (ECO 101 or ECO 102). Some programs specifically require or recommend microeconomics ECO 102.

Public Speaking

One semester of oral communications (COM 201)

Humanities and/or Social/Behavioral Science

One to four semesters of psychology, sociology, U.S. history, theology and/or philosophy. Some programs specifically require psychology.

Elective Courses

HRP 101 allows students to explore different health professions.

HRP 201 and HRP 202 allow students to explore areas of medicine in more depth.

HRP 498 is an internship in medical informatics.

Pre-Veterinary Medicine

Introduction

Students interested in a career in Veterinary Medicine have the option of pursuing a major in any discipline along with completing specific prerequisites. Due to the significant biology requirements, most students pursue a major in this field. Veterinary medicine pre-requisites vary significantly from school to school. Students should work with the Pre-Medical Center to identify schools of interest and meet appropriate requirements. In addition to specific coursework, pre-vet students must gain significant experience with animals and shadow veterinarians. Many schools require the Graduate Record Exam (GRE). Students should participate in the local Veterinary Explorers organization. In addition to the information in this section, please check the general information at the pre-medical and pre-health section of the catalog (p. 66).

Joint and Early Assurance Programs

Canisius College enjoys reserved seats for our students through a Memorandum of Understanding with Ontario Veterinary College at the University of Guelph. Visit the Pre-Medical Center for additional information and specific course details.
Recommended Pre-Veterinary Courses

Academic admission requirements vary substantially by veterinary medical school, but usually include the following courses. Students should check current prerequisite courses for specific schools through individual school websites.

**English**

One year of English composition (students who entered Canisius prior to fall 2018 may use FYS 101 and ENG 101).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>HON 101</td>
<td>Honors English</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biology**

At least one year of general biology with laboratory by all schools. Approximately half of veterinary schools also require genetics and microbiology. (Note that Ontario Veterinary College requires Genetics.)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307 &amp; 307L</td>
<td>Microbiology and Microbiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 404 &amp; 404L</td>
<td>Genetics and Genetics Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

**Chemistry**

One year of general chemistry and one year of organic chemistry with laboratories:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228 &amp; 228L</td>
<td>Organic Chemistry II and Organic Chemistry II Laboratory</td>
<td>4</td>
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</tbody>
</table>

**Mathematics**

One semester of statistics (MAT 141 or PSY 201). Some veterinary schools require more math such as calculus (MAT 111).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141</td>
<td>Inferential Statistics and Computers for Science</td>
<td>4 or 3</td>
</tr>
<tr>
<td>or PSY 102</td>
<td>Introduction to Psychology II</td>
<td></td>
</tr>
</tbody>
</table>

1 Students may take MAT 109, MAT 110 to fulfill this requirement.

**Physics**

One year of introductory physics with laboratory:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>College Physics I and University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202 &amp; 202L</td>
<td>College Physics II and University Physics II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

**Biochemistry**

Students may take biochemistry in either the Biology Department (BIO 211-BIO 212) or the Chemistry Department (BCH 301). Students should check with individual schools for details regarding specific biochemistry requirements. (Note that BIO 211-BIO 212 meet both the biochemistry

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Option 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 211 &amp; BIO 212L</td>
<td>Biochemistry and Cell Biology I and Biochemistry and Cell Biology Lab II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212 &amp; 212L</td>
<td>Biochemistry and Cell Biology II and Biochemistry and Cell Biology Lab II</td>
<td>4</td>
</tr>
<tr>
<td>Option 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BCH 301 &amp; 301L</td>
<td>Introduction to Biochemistry and Introduction to Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BCH 302</td>
<td>Cellular Biochemistry</td>
<td>3</td>
</tr>
</tbody>
</table>

Students may also take only BCH 301-BCH 301L to meet requirements.

**Elective Courses**

HRP 101 allows students to explore different health professions.

HRP 201 and HRP 202 allow students to explore areas of medicine in more depth.

HRP 498 is an internship in medical informatics.
The Urban Leadership Learning Community (ULLC)

Director: Michael Forest, PhD

The Urban Leadership Learning Community (ULLC) enables the best and brightest students from Greater Buffalo to enroll in a unique educational opportunity at Canisius. The ULLC offers students a four-year program to help create the next generation of leaders in Buffalo and Western New York from a population that has historically been denied positions of influence or power in Buffalo. The program provides its students with partial and full scholarships to cover tuition, room and board and fees. Moreover, through its many activities throughout a student’s undergraduate career, the program fosters academic excellence, extra-curricular involvement and service to others, all through collaboration. ULLC students consider each other “family” who cooperate rather than compete with each other.

The ULLC enrolled its first class in Fall 2000 and experiences an impressive 80% four-year graduation rate. Almost 200 ULLC students have graduated since 2004, and currently there are about 40 ULLC students pursuing undergraduate degrees in a wide-range of majors.

Graduates have gone on to graduate programs and professions in education, medicine, business and social work or are employed in a variety of occupations.

ULLC students are required to take four, collaborative, non-lecture “Team Learning” courses for the core curriculum foundation courses. They have opportunities for more in a range of disciplines. The leadership activities that ULLC students participate in are many and varied and include: a Leadership Workshop Series, four workshops that investigate and apply leadership concepts to the demands of careers and good citizenship; a Summer Leadership Training Program for incoming freshmen, two weeks of intensive preparation for the demands of college life; the ULLC Council, class representatives to plan and promote program activities, such as the Annual Banquet. All ULLC students participate in one or more internships either related or ancillary to their career plans.

ULLC students hold offices in a wide range of campus activities; many of them study a semester abroad; and many participate in the Winter Service Week and Alternate Spring Break opportunities offered by the Office of Campus Ministry.

For further information, please contact Michael Forest (forestm@canisius.edu) (716-888-2328).

Academic Policies

Academic Policy Resource

Students with questions regarding academic policies or those seeking advice on handling situations related to grade grievances or violations of the code of academic integrity may wish to speak to someone outside the normal decision and appeal processes. Students are welcome to contact an advisor in the Griff Center for Student Success or the associate vice president for academic affairs for an explanation of academic policies or general assistance in these matters.

- Code of Academic Integrity (p. 73)
- Grades and Policies (p. 76)
- Quality Points and GPA (p. 79)
- Academic Standing (p. 79)
- Academic Forgiveness Policy (p. 80)

Code of Academic Integrity

Mission and Pledge

The Canisius College community is dedicated to academic excellence and is, therefore, committed to establishing and maintaining an atmosphere of trust. All members of the community agree and pledge to exercise complete integrity in their academic work. Academic integrity is the foundation of true intellectual growth; it demonstrates respect for oneself and for others.

The students, faculty and administration of Canisius College understand their responsibility for maintaining academic integrity to be both individual and collective. Fulfilling this responsibility requires us to uphold high standards in our own conduct and to exercise fairness towards each other. All instances of academic dishonesty are a breach of community standards. Students, administrators and staff, course instructors and their representatives are expected to report violations of the Code of Academic Integrity.

All members of the Canisius College community are committed to administering the Code of Academic Integrity in a manner consistent with our mission: to teach responsibility, to foster learning and to care for the intellectual and ethical development of the whole person.

Violations of the Code of Academic Integrity shall be dealt with in a manner which is just to all parties and contributes to the learning process. Sanctions shall be shaped by the belief that infractions are not simply occasions for punishment, but are opportunities for learning and for improving the ethical standards of the individual and the community.

All Canisius College students are automatically bound by the Code of Academic Integrity. As a reminder and reinforcement of the ideals this code embodies, course instructors are asked to place a pledge on scheduled tests and assignments, as well as in the course syllabus. Students, in turn, are asked to carefully consider and sign the pledge, which reads:

“As a member of the Canisius College Community I understand and will uphold the standards for academic behavior as stated in the Code of Academic Integrity.”

Standards for Academic Behavior

A. Prescriptions

Academic integrity requires a commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility.

1. Honesty

As an academic community of integrity, Canisius College requires intellectual and personal honesty in learning, teaching, research, and service. Honesty is the prerequisite for full realization of trust, fairness, respect, and responsibility. The policies of Canisius College discourage dishonesty in the forms of cheating, lying, fraud, theft, and other behaviors that jeopardize the rights and welfare of the college community and diminish the worth of its academic
degrees. All members of the community subscribe to the principle of observing basic honesty in their work, words, ideas, and actions.

2. Trust
As an academic community of integrity, Canisius College seeks to foster a climate of mutual trust, encourage the free exchange of ideas, and enable all members of the community to reach their highest potential. Trust creates an environment in which collaboration is valued and information and ideas can be shared without fear of one's work being stolen. It also allows us to believe in the social value of our scholarship and the degrees that are achieved here.

3. Fairness
As an academic community of integrity, Canisius College seeks to set clear standards, practices and procedures, and expects fairness in the interactions of all members of the community.

4. Respect
As an academic community of integrity, Canisius College recognizes the participatory nature of the learning process and honors and respects a wide range of opinions and ideas. If they are to be rewarding, teaching and learning demand both active engagement and mutual respect among all members of the community. Respect is shown by attending class, being on time, paying attention, listening to other points of view, valuing the aspirations and goals of others and recognizing them as individuals, being prepared and contributing to discussions, meeting academic deadlines and performing to the best of one's ability.

5. Responsibility
As an academic community of integrity, Canisius College upholds personal accountability and depends upon action in the face of wrongdoing. Every member of the academic community is responsible for upholding the integrity of the scholarship and research carried out here. Such shared responsibility leads to personal investments in upholding our academic integrity standards. Being responsible means taking action against wrongdoing, discouraging and seeking to prevent misconduct by others. One primary responsibility is to discourage violations of the Code of Academic Integrity by others.

B. Proscriptions
All students of the college are expected to understand the meaning of the Code of Academic Integrity. Ignorance of the code is not a valid reason for committing an act of academic dishonesty. Students should realize that their actions may affect other students. In general, students may not obstruct or interfere with other students' academic work or otherwise undertake an activity with the purpose of creating or obtaining an unfair academic advantage over other students. Each of the following behaviors violates all of the principles of honesty, trust, fairness, respect, and responsibility explained above and is thus prohibited.

1. Plagiarism — what about copying from the Internet and citing someone else?
Plagiarism is using someone else’s work without citing the source. Of course, common sense as well as ethics should determine what you document. For example, you rarely need to give sources for familiar proverbs ("You can’t judge a book by its cover"), well-known quotations ("We shall overcome"), or common knowledge ("George Washington was the first president of the United States"). But you must indicate the source of any appropriated material that readers might otherwise mistake for your own (5th Edition, pp. 30, 33). Plagiarism may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, websites, speeches, or the writings of other students. Honesty requires that any work or materials taken from another source, for either written or oral use, must be acknowledged. Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, whether intentional or unintentional, violates standards of academic integrity. Examples of plagiarism include, but are not limited to:

- Direct quotation of any source material whether published or unpublished without giving proper credit through the use of quotation marks, footnotes and other customary means of identifying sources. This includes complete sentences or paragraphs, or an entire piece of written work.
- Paraphrasing another person’s ideas, opinions, or theories from books, articles, websites, etc., without identifying and crediting sources.
- Borrowing facts, statistics, graphs, diagrams, photographs, or other illustrative or visual materials that are not clearly common knowledge without identifying and crediting sources.
- Copying another student’s essay test answers.
- Submitting papers written by another person or persons. This includes copying, or allowing another student to copy, a computer file that contains another student’s assignment and submitting it, in part or in its entirety, as one's own.
- Working together on an assignment, sharing the computer files and programs involved, and then submitting individual copies of the assignment as one’s own individual work without course instructor approval.
- Buying or selling, or exchanging term papers, examinations, or other written assignments, or any part of them.
- Offering false, fabricated, or fictitious sources for papers, reports, or other assignments.

2. Cheating
Cheating includes, but is not limited to: using unauthorized notes, study aids, or information on an examination, test, etc.; altering a graded work after it has been returned, then submitting the work for regrading; or allowing another person to do one's work and submitting that work under one's own name. Cheating also includes the possession, without authorization, of copies of tests, answer sheets, or other materials, however obtained, that could interfere with fair, accurate testing, as well as retaining, possessing, using or circulating previously given examination materials without authorization.

3. Duplicate Submission of the Same Work
Submitting the same work for more than one course is a violation unless the professor(s) assigning the work gives consent in advance. This includes work first produced in
connection with classes at either Canisius College or other institutions attended by the student.

4. Collusion
Collusion includes cooperation that results in the work or ideas of others being presented as one’s own (e.g., rather than as a group effort). However, ordinary consultation of faculty, library staff, tutors or others is legitimate unless the instructor has imposed stricter limits for a particular assignment.

5. False Information and Lying
This includes consciously furnishing false information to other students, faculty members and their representatives, advisors, administrators or representatives of the college offices with the intent to mislead. Instances would include but are not limited to misrepresenting activity outside of the classroom (reports on field work, internships, etc.) or improperly seeking special consideration or privilege (e.g., for postponement of an examination or assignment deadline, etc.).

6. Falsifying Academic Documentation and Forgery
This includes any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, drop/add forms, withdrawal forms, and medical certification of absence) or to falsify other writing in academic matters (e.g., any documentation provided to instructors) concerning oneself or others.

7. Theft, Abuse, and Destruction of Academic Property
This comprises unauthorized removal, retention, mutilation, or destruction of common property of the college that deprives others of equal access to these materials. Such property includes but is not limited to library materials, laboratory materials, computers and computer software, etc. This includes also sequestering library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices from the library; and the removal or attempt to remove library materials from the library without authorization. The theft, mutilation, or destruction of another student’s academic work, including books, notes, computer programs, papers, reports, laboratory experiments, etc. also falls under this type of violation.

8. Unauthorized Use of Information Technologies
In the context of the completion of a course and/or assignments (contained within a course), the unauthorized use of computers or the college’s computer network (e.g., the unauthorized use of software, access codes, computing accounts, electronic mail, and files) or other electronic devices (calculators, smart phones, iPods/iPads, tablets etc.) is prohibited.

9. Aiding and Abetting Academic Dishonesty
This includes intentionally: (a) providing material, information, or other assistance to another person with knowledge that such aid could be used to commit any of the proscribed acts noted above; or (b) providing false information in connection with any inquiry regarding academic integrity.

- Procedures for Adjudicating Violations of the Code of Academic Integrity

A. Initial Procedure
The course instructor meets with the student to discuss the incident. The student will be informed of the course instructor’s suspicions. The student may respond to the allegations and may bring witnesses, if deemed pertinent by the instructor. The instructor decides whether the student has violated the Code of Academic Integrity and, if necessary, assigns a sanction. This determination of responsibility shall be based upon the facts of the incident and whether it is more likely than not that the student is responsible for the alleged violation(s).

The student shall be provided written notification of the instructor’s decision and sanction, normally within five business days. Possible sanctions include:

- Warning: a notice in writing to the student that the student has been found responsible for violating the Code of Academic Integrity;
- Grade Reduction or Course Failure;
- Discretionary Sanctions: work assignments, community service, participation or completion of college service or program, service to the college and/or other related discretionary assignments;
- Educational Program or Project: participation in, or completion of, a program or project specifically designed to help the student understand why the academic integrity violation was inappropriate.

If a sanction is imposed the course instructor is expected to file a “Notification of Academic Dishonesty” form with the appropriate associate dean. Forms are available in all associate dean offices and in other campus offices. The form, the sanction, and supporting documentation become part of the academic misconduct file shared by the associate deans of Arts and Sciences, the School of Education and Human Services, and the Wehle School of Business.

The academic misconduct file is separate from the student’s permanent academic file and confidential. First violations of the Code are a part of this confidential record. Second violations are handled on a case-by-case basis and will become part of the student’s academic file only in those instances when subsequent offenses are serious enough to warrant inclusion.

B. Appeal
The student may request, in writing, a review of the course instructor’s decision by the appropriate associate dean. The written request from the student must be submitted to the associate dean not more than five business days after the student is notified of the course instructor’s decision. The associate dean shall review the decision and meet with the student to discuss the matter. If the student chooses, an advisor of choice may be present during the appeal. The student is responsible for identifying an advisor of choice and notifying the associate dean that an advisor will be present for the appeal. If an appeal is granted, the associate dean may replace the sanction with another that may be more severe, less severe, or otherwise different.

The associate dean may impose any sanctions found in Article IV, Section C of the Community Standards except grade change or course failure.
Depending on the individual case, the associate dean may request that the course instructor reconsider the original decision and/or sanction. In very serious cases or when a pattern of academic dishonesty is documented, the associate dean may direct the case to be adjudicated through a Community Standards hearing panel process. If the associate dean is the course instructor or has acted in the course instructor’s place, the appeal shall be submitted to the dean of the school in which the course is offered.

C. Hearing Panel

When a case of academic dishonesty is very severe or a documented pattern of violations of the Code of Academic Integrity exists, the associate dean may refer the case to the Dean of Students to be adjudicated through a Community Standards hearing panel. Normally, the associate dean refers the case to the Dean of Students when the violation might merit one of the following sanctions: a notation on the official transcript, probation, suspension, expulsion, or degree revocation. However, the associate dean may choose to hear any case without referring it to the Dean of Students and may then impose any sanctions found in Article IV, Section C of the Community Standards except grade reduction or course failure. Hearing procedures for alleged violations of the Code of Academic Integrity shall operate according to the procedures outlined in Appendix C Hearing Procedures of the Community Standards. However, appeals shall be directed to the Vice President for Academic Affairs.

D. Failure to Appear

The judicial process outlined above is intended to provide the student an opportunity to respond to allegations of violations of the Code of Academic Integrity, thereby enabling the course instructor or associate dean to make an informed decision about responsibility and appropriate sanctions. However, if a student fails to respond to three communications (in the form of written notification, telephone, e-mail, or oral requests) attempting to schedule a meeting, or fails to attend a scheduled meeting, a decision based upon available information may be rendered in absentia.

E. Records

"Notification of Academic Dishonesty" forms and proceedings records shall be maintained confidentially in a central location until five years after the responsible student graduates or permanently separates from Canisius College. In cases where notation on the official transcript, suspension, or expulsion is imposed, the file shall be retained as part of the student's permanent academic record.

A course instructor who suspects academic dishonesty may ask the associate dean about the student's prior record in this area. Anyone other than the course instructor suspecting a violation is expected to inform the course instructor or proctor at the earliest possible opportunity, even while the suspected violation is being committed. In the absence of the course instructor, the associate dean will receive reports of violations and will replace the course instructor in the following procedures. "Associate dean" refers throughout to the associate dean of the school to which the course belongs.

The complete text of the Community Standards judicial policies, procedures, and sanctions can be found in the Canisius College Student Handbook.

Portions of this policy were adapted with permission from the University of Scranton, Loyola College in Maryland, and Georgetown University.

Grades and Policies

Grades inform students of the level of performance they have achieved in a course. Grades are means whereby students may come to know and appreciate their capacities and abilities. Instructors are responsible for specifying the performances required in their courses; students are responsible for meeting the requirements specified.

Grades earned by students at Canisius College reflect:

1. The extent to which the requirements specified in the course syllabus have been met.
2. The degree to which the requirements completed exhibit mastery of the subject or skills which are the object of the course.
3. Other criteria specified by the instructor at the beginning of the course, criteria such as, but not limited to, attendance at lectures or other course functions, projects voluntarily undertaken in excess of specified requirements, correct use of oral or written English and contribution to discussion or other course activities.

Grades earned by undergraduate students include the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Superior performance.</td>
</tr>
<tr>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Good performance.</td>
</tr>
<tr>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>Adequate performance.</td>
</tr>
<tr>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Poor, but passing, performance.</td>
</tr>
<tr>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Failing performance.</td>
</tr>
<tr>
<td>F</td>
<td>Failure due to excessive absences or unauthorized absence from the final examination.</td>
</tr>
<tr>
<td>FX</td>
<td></td>
</tr>
<tr>
<td>P or U</td>
<td>P-Passing, U-Failing. The description of the Pass/Fail program is given later in this chapter.</td>
</tr>
</tbody>
</table>

Grades authorized by the deans include the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Authorized Withdrawal from a course. The description of withdrawal procedures is in a preceding section of this chapter.</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete. A student who has failed to fulfill all requirements of a course may petition the instructor to request an incomplete grade. The request must be approved by the instructor and then the appropriate associate dean. An incomplete grade will be granted for only serious and well-defined reasons.</td>
</tr>
<tr>
<td>NG</td>
<td>No grade submitted by the course instructor</td>
</tr>
</tbody>
</table>

Final grades are available on the college's online services page at the conclusion of each semester. If an official grade report is needed for any
The program is as follows:

For fear of lowering their grade point average.

Upperclassmen to take more difficult courses than they would normally take.

"Pass, P grade" or "Fail, U grade." The purpose of this plan is to enable students to exceed four courses total for which they will receive a grade of either "Pass-Fail Program"

- The end of the spring semester following a course taken in the fall
- The end of the fall semester following a course taken in the summer
- The end of the fall semester following a course taken in the spring

Any request for a grade change after these deadlines must be submitted to the dean of the appropriate college with documentation as to why the grade should be changed.

Students who are disputing a grade received in a course must do so under the guidelines and within the timeframes described under grade grievance procedures.

Students who are dissatisfied with their grade in a course may repeat the course once (exceptions may be approved by the appropriate associate dean in consultation with the department chair). In such cases both grades will be entered in the student's record and will show on the student's transcript, but, for the purpose of computing grade point average, only the higher grade will be used for the GPA calculation. Because retaking courses that have already been passed (any grade of D or above) affects a student's financial aid, students should consult with the Student Records and Financial Services Center and their academic advisor before retaking any courses.

Incomplete Grade

A student who, for serious and well defined reasons, has failed to fulfill all requirements of a course or has failed to take the final exam may petition the course instructor to request from the appropriate associate dean, a grade of "I", indicating "Incomplete Performance."

Only the appropriate associate dean may grant an incomplete grade request. It will not be granted to a student whose only reason is excessive absence during the semester or failure to complete the work of the course before the close of the semester without an exceptionally good reason. Examples of such good reasons might be prolonged illness or hospitalization during the semester, serious illness at the time of the final examination, or other unusual circumstances.

An incomplete grade, when granted, is merely temporary and will automatically be changed to an "FX" grade if a final grade is not submitted by March 1 for the fall, August 1 for the spring and October 1 for the summer.

Pass-Fail Program

Seniors and juniors are eligible to elect one course each semester not to exceed four courses total for which they will receive a grade of either "Pass, P grade" or "Fail, U grade." The purpose of this plan is to enable upperclassmen to take more difficult courses than they would normally take for fear of lowering their grade point average.

The program is as follows:

1. Juniors and seniors who have completed at least 30 hours at Canisius college may elect one course each semester, not to exceed a total of four courses in their college careers, for which they will receive a recorded grade on their transcript of either "Pass" or "Fail."

2. This course must be a free elective in the student's degree program.

3. Within one week after the semester begins, the student must file a request for "Pass-Fail" grading. Application forms may be found in the Student Records and Financial Services Center. If the registrar determines that the course meets the requirements to be taken pass-fail, grades will still be assigned for all work done during the course and on the final exam. A final grade will be entered for the student by the instructor. If this grade is "D" or above, the registrar will record a pass (P grade) for the course on the student's transcript; otherwise, he will record a failure (U grade).

4. Having received permission to take a course on the "Pass-Fail" option, a student may request, in the last week of classes and prior to exam week, that they be withdrawn from the pass-fail option and be assigned a conventional letter grade instead. This request is made at the Student Records and Financial Services Center. A student who withdraws from the "Pass-Fail" option receives the letter grade assigned by the instructor.

5. A student attaining a grade of Pass will receive full credit for this course.

6. If a student elects to receive pass or fail in a course, this course will not be counted in the grade point average. The student must carry at least four courses (12 credit hours) to be eligible for this program. Part-time students, however, are eligible with fewer than four courses.

7. This plan is entirely optional. A student may or may not elect to take advantage of it.

Grade Review and Appeal Procedure

Rationale

In order to foster an environment of intellectual and ethical development, the procedures below have been developed in accordance with Canisius College's mission and with the Jesuit principle of care for the whole person. Academic integrity is the foundation of intellectual growth. Students, faculty, and administration are expected to interact with honesty and respect for others and for the college when dealing with grade grievances.

Grounds for Grade Review

A student may initiate this process only if he or she believes the final grade has been assigned on an erroneous, or a capricious or arbitrary basis. Grounds include situations such as:

- Computational error: The student alleges that the faculty member made a mistake in the mathematical computation of the class grade. If a student believes that a mistake has been made in the computation of his or her grade, the student must first speak with the faculty member. If the faculty member agrees, the faculty member will submit a "Change of Grade" form. If the faculty member does not agree, the student must first speak with the faculty member. In such cases both grades will

  - be entered in the student's record and will show on the student's transcript, but, for the purpose of computing grade point average, only the higher

  - grade will be used for the GPA calculation. Because retaking courses that have already been passed (any grade of D or above) affects a student's financial aid, students should consult with the Student Records and Financial Services Center and their academic advisor before retaking any courses.

- Arbitrariness or capriciousness: The student alleges that the grade was based on something other than performance in a course (i.e. non-academic criteria); or the grade reflects standards different from those applied to other students in the course; or the grade departs from the standards of evaluation set forth in the syllabi or other written documents in a substantial, unreasonable, and unannounced way. In this case, the student must follow the procedures and deadlines outlined below.

- Discrimination: The student alleges that the grade reflects a violation of the College's non-discrimination policy as stated in the College catalogs and student handbooks. In this case, the student should follow the "grievance procedures" for bringing a claim of unlawful discrimination as outlined in the College catalogs and student handbooks.
The burden of proving a claim of an incorrect or unfair grade rests completely with the student. A grade review/appeal case has to be based on specific graded items. The student must provide documentation (e.g., graded tests, assignments, etc.) as evidence to support their claim. Any grade review/appeal must be made by an individual student; a grade review/appeal cannot be brought jointly by multiple students.

The grade review/appeal policy cannot be used to review an instructor’s professional judgment in teaching a class section, or in assessing the quality of a student’s work.

The question of whether the grade should be reconsidered is addressed in two stages: a grade review and, if necessary, a grade appeal. The Assistant/Associate Vice President for Academic Affairs may serve as the academic resource officer, who can guide the student and/or the faculty member, by helping to explain the procedure and steps.

Grade Review
In a situation where a student believes his or her grade has been assigned on a capricious or arbitrary basis, the student must abide by the following procedure:

1. The student must contact the class instructor, via Canisius email, to request a grade review. The appropriate Department Chair must also be copied on this email. The student must provide the instructor with a formal written statement (250 to 1000 words), which explains the grounds for a request for a grade review. In addition to the written statement, the student will supply any relevant documents to support the request. These documents could include copies of assignment instructions, tests, papers, rubrics, etc. This statement and any related documentation will be the official basis for all stages of the grade review process and the grade appeal process if the review advances to that level; the student may not add any additional material in later steps. The request must state the grounds upon which the review is sought, and must be sent no later than six (6) working days* from the start of the semester (regular academic session, fall or spring) immediately following that in which the grade was awarded.
   a. If the review results in a change of grade, a grade change is completed by the instructor.
   b. If the student and the instructor cannot resolve the issue, the instructor writes an email to the student and the Department Chair, via Canisius email, articulating the reason for the final grade, as well as including the student’s original request (and any related documentation) for the grade review. In some cases, a Program Director might be the more appropriate person to contact rather than a Chair.
   c. If the instructor does not respond to the student’s initial contact within six (6) working days, or six (6) working days from the start of the semester (whichever is later), the student may proceed to step 2.

2. If the student chooses to continue the grade review process, he or she must contact the Department Chair by Canisius email to request further review. This review must be based on the same statement and documentation provided to the instructor; no additional statement or documentation can be added at this time. The instructor must also be copied on the email to the Chair. If the instructor is also the Chair, a student should contact the Assistant or an Associate Vice President for Academic Affairs. The Assistant or an Associate Vice President for Academic Affairs will assign a senior member of the Department to serve in the role of the Chair in this situation. The student must send this request within six (6) working days of receiving the instructor’s email or, if the instructor has failed to respond, within twelve (12) working days from the start of the semester. The role of the Chair is to facilitate a resolution between the student and instructor. The Chair will review the statement and documentation already supplied to the instructor. The instructor will supply, via Canisius email, a concise explanation of her/his denial of the request (250 to 1000 words), including appropriate documents supporting the instructor’s decision. These documents could include copies of assignment instructions, tests, papers, rubrics, etc. If the review results in a change of grade, a grade change is completed by the instructor. It is recommended that the Chair finalize the grade review within six (6) working days of receiving the request of grade review, as outlined in this step. Most grade reviews will end here.
   • A working day is defined as a day when regular classes (fall or spring semester) are in session at the college.

Grade Appeal
If the student does not accept the results of the grade review, he or she may initiate a formal grade appeal.

1. The student may appeal the decision to the appropriate Assistant/Associate Dean’s office within six (6) working days after the grade review process by the Chair is complete. If the student chooses to continue the grade review process to level of a formal appeal, he or she must contact the Assistant/Associate Dean by Canisius email to request further review. This request for review must be based on the original statement and documentation first provided to the instructor in Step I. The Chair and the instructor must also be copied on the email to the Assistant/Associate Dean. In turn, the Assistant/Associate Dean must collect the emails from the instructor and the Department Chair written during the grade review process (Steps I.1 and I.2) as well as any other information deemed relevant by the Chair, instructor, and/or Assistant/Associate Dean. At this stage, the Assistant/Associate Dean creates a file consisting of the student’s emails with evidence, the Chair’s email, the instructor’s email and other relevant information. No information other than the Assistant/Associate Dean’s decision letter can be added to the file after this point. In the event that the Assistant/Associate Dean needs to recuse himself/herself, the Dean of the appropriate school will fulfill the role. Should the Dean need to recuse himself/herself, then the Dean of one of the other schools will fulfill the role of the Assistant/Associate Dean, as outlined below.

2. The Assistant/Associate Dean decides whether or not the grade should be reconsidered, writes a letter explaining his or her decision, and adds it to the file. It is recommended that the Assistant/Associate Dean finalize the grade appeal within six (6) working days of receiving the request of grade appeal, as outlined in Step II.1. The Assistant/Associate Dean’s decision is final and binding. If the decision is not to reconsider the grade, the original grade will not be changed and the grade grievance process is complete. If the decision is to reconsider the grade, the procedure in #3 below is followed.

3. If the Assistant/Associate Dean concludes that reconsideration of the grade is appropriate, the Assistant/Associate Dean, the instructor, and student will each select one tenured faculty member who has not been involved in the process described above. The panel is formed with members from the Department in question and must be formed within six (6) working days of the Assistant/Associate Dean’s decision. If the Department does not have a sufficient number of members, the panel will be expanded to include tenured members of the Departments in the division (Humanities, Natural Science, Social Science, Business, or Education) of which the Department is a part.
Courses at Other Colleges

Students matriculating at Canisius should plan to complete all their coursework at the college. The rationale for this policy rests in the mission and philosophy of the college and in its concern for the essential unity and integrity of all aspects of the curriculum: the college core, major requirements and free electives. Permission to take courses at other colleges during the regular and summer sessions is granted by the appropriate associate dean, who will consider all aspects of the student’s request, including the quality and level of the proposed course and its role in the student’s program. Courses intended to fulfill major requirements must also be approved by department chairperson. Permission to take courses at other colleges must be requested on the appropriate form and in advance of taking the course.

Generally, the following guidelines apply:

1. Students are ordinarily limited to one course at another institution for every ten courses taken at Canisius.
2. Junior and senior-level major course requirements are not transferred from community colleges.
3. Courses taken at a four-year college/university will be accepted only if they are offered at a comparable level at Canisius (i.e., freshman-sophomore level/junior-senior level).
4. Students who live outside the greater Buffalo area may receive more lenient consideration in taking a summer course at another college. However, the associate dean may recommend an online web-based course as a preferred option if he/she considers it more appropriate than the off-campus course.
5. Courses used to fulfill Core Curriculum requirements should be taken at Canisius College.

Study Abroad Course Grades

In keeping with the college’s policy on “Courses at Other Colleges,” students who wish to study at the universities associated with Canisius must study through the Canisius programs. Grades earned in Canisius-affiliated study abroad programs will transfer back to the college and will be counted toward a student’s grade point average.

Students who wish to study at other foreign universities or in other countries than those associated with Canisius should confer with the Study Abroad Office. If one of these programs is approved for a student to use as credit toward a Canisius degree, the credit hours will transfer back to Canisius, but the grades will not count toward a student’s grade-point average.

Quality Points and GPA

Quality Points

Grades in individual courses result in quality points. Points are assigned based on the table below for each semester-hour completed. Thus the number of credits must be multiplied by the quality points per credit to determine the number of quality points earned. For example, a B in a 3-credit course will earn a student 9 quality points.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0 points</td>
</tr>
<tr>
<td>A–</td>
<td>3.7 points</td>
</tr>
<tr>
<td>B+</td>
<td>3.3 points</td>
</tr>
<tr>
<td>B</td>
<td>3.0 points</td>
</tr>
<tr>
<td>B–</td>
<td>2.7 points</td>
</tr>
<tr>
<td>C+</td>
<td>2.3 points</td>
</tr>
<tr>
<td>C</td>
<td>2.0 points</td>
</tr>
<tr>
<td>C–</td>
<td>1.7 points</td>
</tr>
<tr>
<td>D</td>
<td>1.0 point</td>
</tr>
<tr>
<td>F (and its equivalent)</td>
<td>0 points</td>
</tr>
</tbody>
</table>

Grade Point Average

The grade point average indicates the student’s general scholastic average and is a measure of the quality of his or her work, just as credit hours are the measure of its extent. A student’s grade point average is obtained by dividing the total number of grade quality points by the total number of credit hours earned.

Academic Standing

Academic Standing

Academic standing is determined by the cumulative grade point average from the beginning of the student’s studies at Canisius.

The following terms are used to describe a student’s academic standing:

I. Academic probation: When a student’s grade point average falls beneath the level indicated on the next page, he/she is placed on academic probation — a serious warning that the student’s academic record at the college is unsatisfactory. It is generally not advisable for students on academic probation to take part in extracurricular activities. Varsity athletes, in addition, are governed by NCAA and regional conference regulations. Probation for two successive semesters will result in automatic academic dismissal from the college.

II. Academic dismissal: Academic dismissal results from any one of the following:
   a. Failing below the grade point average indicated below.
   b. Failing three courses in a single semester.
   c. Being placed on academic probation for two successive semesters.

   Dismissed students may not enroll in any division of the college and must wait at least six months before applying for readmission.

III. Good academic standing: This is a term used to determine a student’s eligibility for financial aid. A student who is on academic probation is generally considered to be in good academic standing. Further details may be found in the section on Financial Aid.

The grade point average levels for academic probation and academic dismissal are given as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>A–</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>B+</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>B</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>B–</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>C+</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>C</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>C–</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>D</td>
<td>Good academic standing</td>
</tr>
<tr>
<td>F</td>
<td>Automatic academic dismissal</td>
</tr>
</tbody>
</table>

The grade point average levels for academic probation and academic dismissal are as follows:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Academic probation</td>
</tr>
<tr>
<td>A–</td>
<td>Academic probation</td>
</tr>
<tr>
<td>B+</td>
<td>Academic probation</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>B–</td>
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<td>C+</td>
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</tr>
<tr>
<td>F</td>
<td>Automatic academic dismissal</td>
</tr>
</tbody>
</table>

The grade point average levels for academic probation and academic dismissal are as follows:
The use of campus resources.

Cumulative grade point average, based on 0-30 credits:

<table>
<thead>
<tr>
<th>Academic Forgiveness</th>
<th>1.50-1.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dismissal</td>
<td>Below 1.50</td>
</tr>
</tbody>
</table>

Cumulative grade point average, based on 31 or more credit hours:

<table>
<thead>
<tr>
<th>Academic Forgiveness</th>
<th>1.75-1.99</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dismissal</td>
<td>Below 1.75</td>
</tr>
</tbody>
</table>

To be eligible for graduation, a student must have earned an overall cumulative grade point average of 2.00.

Separation from the College

Each student’s continued registration at the college, the awarding of academic credits and the granting of any certificate or degree are entirely subject to the disciplinary authority of the college. The college reserves the right, therefore, to enforce the regulations concerning satisfactory academic performance and, in consequence, to cancel a student’s registration, to refuse academic credits or to deny a certificate or degree. Separation from the college may also be imposed as a penalty for any conduct which conflicts with the ideals of the college or damages its reputation and that of its students.

Academic Forgiveness Policy

There are two instances in which students can seek academic forgiveness. No student may use Academic Forgiveness more than once.

1. Students who have reapplied after an absence.

The first instance is intended to assist readmitted students whose grade point average is below 2.0 and who have reapplied to the college and demonstrate personal growth and motivation to accomplish their educational goals. The policy will allow for up to thirty (30) credit hours of coursework with grades of F or FX to be removed from the calculation of the grade point average.

A period of not less than two years must have passed prior to the student’s readmission to the college. The student must submit a petition for academic forgiveness with the application to the college. The appropriate associate dean will meet with the student, review the petition, and make a recommendation. No acceptance decision will be made without the recommendation of the associate dean, after the review of the petition. The admissions office will then process the application and notify the student of the decision. If the student is readmitted and academic forgiveness granted on the recommendation of the associate dean, the associate dean will notify the Student Records and Financial Services Center that the student has been approved for academic forgiveness, listing the courses affected by the approval.

- For the courses being forgiven, credit hours and original grade will be removed from the calculation of the grade point average.
- Courses which have been forgiven will remain on the student’s academic transcript, with a grade of “XP” listed to indicate that the course is part of the academic forgiveness policy and not included in the calculation of the grade point average.

Once the student has been granted academic forgiveness the student must work with both their department chair and associate dean to review the degree progress and create a comprehensive plan for graduation including the use of campus resources.

The student must meet with the department chair of the intended major to create an academic plan for fulfilling major requirements and be assigned to an advisor. Previously completed courses with content that is no longer academically or professionally current may need to be repeated if the student is returning to the same major that had previously pursued. Decisions regarding the need to repeat courses will be made at the discretion of the department chair and in consultation with the associate dean. If the students is pursuing a new major, course requirements can likewise be reviewed.

Once the department review has been completed, the students will meet with the associate dean to document in writing all details of the academic plan including any repeat courses for the major. The review will include planning for completion of core requirements and free electives. The plan will also include minimum semester and grade point average requirements and any course restrictions or limitations for the first semester. The student must take a minimum of thirty (30) credits at Canisius College to be eligible for a degree. Progress reports will be required during the first semester after academic forgiveness is granted. The student will also be directed to appropriate resources such as tutoring, counseling and accessibility support services. Failure of the students to meet the forgiveness agreement will result in automatic dismissal from the college.

2. Academic Reset

The second instance of academic forgiveness relates to current students who may be at academic risk due to being placed on academic probation or dismissal. Traditional undergraduate students who are changing their majors, or previously undeclared students who are now declaring a major may petition the associate dean for academic forgiveness for up to five (5) courses taken in the two semesters previous to the request. Only courses in which the student earned a grade of C-, D, F, or FX are eligible for forgiveness. The associate dean will consult with the department chair of the new major to consider the request. If approved, the associate dean will notify the Student Records and Financial Services Center that the student has been approved for academic forgiveness, listing the courses affected by the approval.

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- Grades of “A” through “C,” and grades for courses not included in academic forgiveness will not be changed.

It is the student’s responsibility to contact the Student Records and Financial Services Center to confirm the financial aid outcome and the available options in the case of Academic Forgiveness.

Student Records

The Student Records and Financial Services Center maintains the official records for Canisius students. This is the center where students can address issues related to course registration; making official changes including declaring or changing majors, minors, or degree programs; and formally applying for graduation. The center is located on the first floor of the Student Records and Financial Services Center.

To confirm the financial aid outcome and the available options in the case of Academic Forgiveness.

Options in the case of Academic Forgiveness.

Below 1.75

Below 1.50

1.50-1.99

Cumulative grade point average:

<table>
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Course Registration

The college year consists of two regular semesters, fall and spring, plus several summer sessions of varying lengths. Several programs offer courses in the fall and spring semester that last only a portion of the semester.

The unit of instruction is the semester hour or credit hour, which consists of the equivalent of one lecture period of 50 minutes. In addition to the time in class, students are expected to complete approximately twice as much time outside of class working on the course and its materials.

1. The general expectation for one credit hour is one contact-hour of classroom or direct faculty instruction and a minimum of two hours of student work completed outside of the classroom each week for approximately fifteen weeks for a traditional semester, or the equivalent amount of work over a different period of time; or

2. For other academic activities (including laboratory work and other academic work leading to the award of credit hours), an amount of work at least equivalent to that required in the above definition, as determined by the College.

In practice, a credit hour or semester hour consists of a minimum of 750 minutes of class time during a semester.

A course having three 50-minute class periods a week will, therefore, earn three semester hours of credit. Other meeting patterns will also fulfill the required contact time. The number of semester credits to be earned in a given course is always indicated in the course description.

Course Offerings

The information listed in this catalog about course availability and when courses will be offered was provided by chairs and program directors based on their planned course offerings and are intended to provide students with guidance as they produce their schedules. However, schedules are subject to change, especially when the availability of appropriate instructors changes. Actual course offerings are listed in the online course schedule produced each semester by the Student Records and Financial Services Center.

Summer Session

The Canisius College Summer Session affords qualified graduate and undergraduate students educational opportunities of the same quality as the courses offered during the regular fall and spring semesters. Course offerings are planned especially for the following groups:

- Undergraduate students who wish to complete required courses, acquire additional credits toward a degree, or make up deficiencies.
- Transient students, graduate and undergraduate, who are pursuing degree work at other colleges and universities.

Course Registration Restrictions

In some departments registration in all or in some the course offerings may be restricted to majors in that department. In some instances the department chairperson may authorize registration of non-majors in the course offerings.

Prerequisites

Some courses have prerequisites that must be met before a student can register for the course. Prerequisites include such requirements as the successful completion of previous courses, concurrent registration in another course, permission of the instructor or chair, and specific GPA and course grade requirements. A student may not register for a course where prerequisites are indicated unless the prerequisites have been successfully completed.

Note: For two-semester courses that are listed with one title and description (e.g., BIO 111-BIO 112), it is understood that successful completion of the first semester is a prerequisite for admission to the second half of the course.

The numerical sequence used at Canisius College indicates the following:

Courses numbered 100-199 and 200-299 are usually freshman/sophomore courses; 300-399 and 400-499 are usually junior/senior courses. Courses numbered 500 or higher are graduate courses.

Only students with senior standing (students having completed 90 or more credit hours) and a minimum GPA of 3.0 may petition to take one graduate course per semester. Students must obtain approval from the chair or program director of the course offering the graduate class and the chair or program director of their undergraduate major, prior to petitioning to enroll in a graduate course. Undergraduate students may only take a total of two graduate courses as undergraduates and are generally limited to courses numbered 500-599. This policy does not apply to undergraduates who are currently pursuing college-approved undergraduate and graduate curricula, who should follow the curriculum map of their program(s). In exceptional cases, students may petition to take courses at the 600-level or higher, using the same procedures. Any graduate courses taken under this policy will appear on a student’s undergraduate transcript and the grades earned will factor into the student’s undergraduate grade point average.

The college reserves the right to cancel a course because of inadequate registration or for reasons that cannot be foreseen. Because of the brevity of course descriptions, further information concerning the content of each course should be obtained from the individual department.

Substitutions

All degree requirements must be satisfied as stated in the catalog. In some circumstances it may be necessary to make adjustments to the student’s curriculum. Substitutions must be approved in writing by the appropriate
person: the associate dean for the Core Curriculum and the department chairperson for the major and/or concentration requirements.

Immunization Requirements for Class Attendance

Measles, Mumps, Rubella
New York State law requires all students taking six or more credits, attending any classes on campus, and born on or after January 1, 1957 to provide proof of immunity against measles, mumps, and rubella to the Student Health Center prior to class attendance. Students must submit proof of two doses of measles (rubeola) vaccine, one dose of rubella (German measles) vaccine, and one dose of mumps vaccine, given on or after their first birthday and after 1967.

Meningitis Requirement
All students registered for 6 or more credits and attending class on campus, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a vaccine refusal statement within thirty days of first class attendance.

Submission Dates and Non-Compliance
Immunization records must be submitted by July 31 for fall attendance and January 1 for spring attendance. Summer students must submit records before their first day of class. Non-compliance with health requirements results in registration withdrawal, removal from college housing, and inability to register with the college for future semesters. If registration is withdrawn, a student will be reinstated once the health forms are submitted and deemed complete. Canisius College charges an immunization reinstatement fee. To view the fee click here https://www.canisius.edu/tuition-aid/student-records-and-financial-services/cost-attendance. Compliance with New York State health requirements is strictly enforced across the campus.

Students taking online courses only are generally exempt from these requirements, however some online programs have established stricter immunization requirements. Online students should discuss health requirements with Admissions or their program directors.

The Student Health Center website (https://www.canisius.edu/student-experience/student-support-services/student-health/) has detailed information about health requirements and links to the required forms.

Cross-Registration Program
This program is sponsored by the Western New York Consortium of Colleges. Participating colleges/universities include Alfred State College, SUNY Buffalo, Canisius College, Daemen College, D’Youville College, Empire State College, Erie Community College, SUNY Fredonia, Geneseo Community College, Jamestown Community College, Medaille College, Niagara County Community College, Niagara University, St. Bonaventure University, Trocaire College, University at Buffalo and Villa Maria College.

Cross-registration enables Canisius students to enrich their programs of study by taking specialized undergraduate courses available only at other campuses, and it provides some flexibility for meeting graduation requirements in a timely manner. During the fall and spring semesters only, full-time undergraduate students are eligible to participate in this program. Students must maintain a full-time course load (12 credits minimum) at Canisius during the semester in which they cross-register. Students must abide by the rules and regulations of the institution where they are cross-registered.

Students may cross-register for only one undergraduate course per semester. Students may not cross-register for independent study or tutorial courses. Course registration is on a space-available basis only. At the end of the semester, the grade will be forwarded to Canisius by the visiting institution. The grade received will count in the Canisius grade point average. Course loads above 18 credit hours including the cross-registration course will result in additional Canisius tuition charges.

Students may only cross-register for a course that is approved. A major course must be approved by the student’s major department chairperson. A core curriculum course must be approved by the appropriate associate dean. A free elective course can be approved by the cross-registration officer. Students should check with the visiting school for course-registration restrictions, for additional requirements such as proof of residency and dates and times when cross-registration will be permitted. Cross-registration during your final semester at Canisius is discouraged since this may delay your degree conferral.

The cross-registration forms are available in the Student Records and Financial Services Center located in Bagen Hall 106.

Declaring Majors and Minors

Declaring a Major
A student declares a major upon entrance to the college by filling out the “Academic Interest” section on the admission application. If students wish to change their majors, they must complete a Change of Major form found on mycanisius under the Forms heading. It is the student’s responsibility to make sure the record reflects their correct major, concentration or minor data.

It is extremely important that students declare the correct major, because academic advisors are assigned based on the major on file with the Student Records and Financial Services Center.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors
Minors are another option available to students to explore an area of interest. Minors generally have fewer requirements than a major - usually 5 to 7 courses. Some minors are open to all students, while others may be restricted to students in specific majors. The requirements for each minor are outlined in the appropriate departmental sections, and college policy requires that all minors require at least 9 credits that are distinct.
from any other earned majors or minors. The complete list of minors (http://catalog.canisius.edu/undergraduate/minors/) provides links to each minor page. To declare a minor, students must complete the appropriate minor request form that must be signed by the department chair and the appropriate associate dean.

concentrations
A concentration is a structured plan of study within a major. Concentrations can be optional or required depending on the academic major selected. Declared concentrations will show on the official transcript, and must be completed in order to fulfill graduation requirements.

Making Changes
Change in Registration
Prior to and during the first five days of the fall and spring semesters a student is allowed to drop and add classes. However, once registration has been completed, the student must follow the program of studies shown on the official registration form. See the academic calendar for dates each semester.

Change in Major
A change of major form is available under the Forms heading on myCanisius. The form should be completed by the student and returned to the Student Records and Financial Services Center. This will insure that the student’s information is available to the correct academic departments.

Change in Name, Address, and Phone
It is the responsibility of each student to notify the college of any change of name, address, and/or phone number. Change-of-address forms are available in the Student Records and Financial Services Center and on myCanisius.

Withdrawal from a Course
The form is available in the Student Records and Financial Services Center and in the Griff Center for Student Success. A student wishing to withdraw from a course must submit a course withdrawal form to the Student Records and Financial Services Center after obtaining the signatures as required on the form.

The instructor indicates either approval or disapproval of the student’s request to withdraw. An instructor might disapprove withdrawal if there is evidence of academic dishonesty. In cases where the instructor disapproves of the withdrawal, permission to withdraw is determined by the associate dean of the student’s school in consultation with the instructor of the course. Requests for withdrawal are not granted automatically, nor are they denied automatically.

The deadline for withdrawal without academic penalty is the end of the 12th week of classes of each fall and spring semester. See the academic calendar for specific dates, including summer sessions. Withdrawal from a course results in a grade of “W” (withdrawal) for the course. Failure to submit the withdrawal form results in a grade of “FX” (failure due to excessive absence). A grade of D will be entered for graduate courses.

Ordinarily, no student will be allowed to withdraw from any course after the deadline. However, in extreme circumstances, a student may request a late withdrawal with the assistant or associate dean of his/her school (or designee). Late withdrawals are intended to accommodate only circumstances that are deemed to be beyond the student’s control. Students requesting a late withdrawal submit a written statement with supporting documentation to their assistant or associate dean (or designee) who will confer with the course instructor. The decision of the assistant or associate dean (or designee) is final. Withdrawals will not be granted during final exam week.

Leaves and Withdrawal
VOLUNTARY Withdrawal from the College
A voluntary withdrawal is a request to separate from the College. An undergraduate student must apply for a voluntary withdrawal by contacting the designated member of the Griff Center for Student Success (OM 013) for assistance with the withdrawal process. A student who completes the voluntary withdrawal process during the add/drop period, will have all courses removed from their record for that semester and their tuition refunded. A student who completes the process after the add/drop period ends, will receive a “W” for all courses in which they are enrolled. All applicable dates/deadlines may be found in the Academic Calendar on the Canisius College website http://www.canisius.edu/academics/events/.

In addition to completing the appropriate paperwork, each undergraduate student seeking to voluntarily withdraw from the College must also complete an exit survey (found on the MyCanisius student portal upon completion of withdrawal application). The official date of the withdrawal is the date on which the student completes the exit survey. A student seeking to withdraw is also is required to meet with a Financial Aid representative in order to understand the financial ramifications of withdrawing from the college. The paperwork for voluntary withdrawal without academic penalty must be submitted no later than the published deadline for the last day to withdraw from courses (the 12th week of the semester). A student who stops attending classes at any time during a semester without following the proper withdrawal procedures will receive a failing grade for those classes.

Graduate students wishing to withdrawal from the college must speak to their Associate Dean or Program Director.

Medical Leave of Absence
A medical leave of absence is necessary when a medical condition significantly interferes with a student’s ability to function at the College. This policy is intended to assist students with a leave of one to two semesters. It is not intended to allow a long period of absence during a single semester. A student taking a leave of absence for medical reasons will not be eligible to complete courses within the semester for which the medical leave of absence is approved. A student granted a medical leave will be expected to return to the College once the leave has ended. The procedure for returning to the College is outlined below. Failure to return from a medical leave of absence after two semesters will result in a formal academic withdrawal from Canisius College. In addition, a student who takes courses at another institution while on a medical leave, must re-apply for admission to the College.

An undergraduate student may apply to take a medical leave of absence by contacting the designated member of the Griff Center for Student Success (OM 013) for assistance with the leave process. A student who completes the medical leave process during the add/drop period, will have all courses removed from their record for that semester and their tuition refunded. A student who completes the medical leave process after the add/drop period ends, will receive a “W” for all courses in which they are enrolled. All applicable dates/deadlines and refund percentages may be
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Consideration of a request for a medical leave of absence requires that the student complete the medical leave application which includes a written verification from a licensed health/mental health professional justifying evidence of and/or severity of a medical condition. In addition, the student must write a brief personal statement to provide further insight into how the medical symptoms/condition is negatively impacting their academic progress. A student applying for a medical leave of absence must also meet with a Financial Aid representative in order to understand the financial ramifications of taking a leave from the College.

Once the medical leave application has been processed, a leave hold will be placed on the student’s account to ensure the student follows the appropriate re-entry process when they are ready to return.

A student who stops attending classes at any time during a semester without following the proper medical leave procedures, will receive a failing grade for those classes. All paperwork must be submitted in a timely manner. Failure to do so may seriously impact current and future Federal Aid. Graduate students wishing to request a medical leave from the college must speak to their Associate Dean or Program Director.

To return from a leave of absence, the undergraduate student must provide the Griff Center for Student Success with the appropriate return from medical leave application. This application includes information from a licensed health/mental health professional that confirms the student sought and received treatment and is capable of meeting the challenges of academic life. When appropriate, this information should also include recommendations for continued treatment once the student returns to the college and any needed academic restrictions or accommodations. It is expected that a request to return should be made at least 30 days in advance of the commencement of the new semester. The medical leave committee will determine the conditions a student will need to meet in order to return after reviewing the statement with appropriate personnel.

Voluntary Leave of Absence

A personal leave of absence is a temporary pause in enrollment. A student may request a personal leave of absence for a maximum of two consecutive semesters. If the leave is granted, the student will be expected to return to Canisius College once the leave has ended. Failure to return from a leave of absence will result in total withdrawal from the College and the student must re-apply for admission. In addition, a student who takes courses at another institution while on a leave, must re-apply for admission to the College.

An undergraduate student may apply to take a personal leave of absence by contacting the designated member of the Griff Center for Student Success (OM 013) for assistance with the leave process.

A student who completes the leave process during the add/drop period, will have all courses removed from their record for that semester and their tuition refunded. A student who completes the leave process after the add/drop period ends, will receive a “W” for all courses in which they are enrolled.

All applicable dates/deadlines including refund percentages may be found in the Academic Calendar on the Canisius College website http://catalog.canisius.edu/undergraduate/academic-calendar/.

In addition to completing the leave application, each undergraduate student seeking a personal leave must complete an exit survey (found on the MyCanisius student portal upon completion of leave application) and must also meet with a Financial Aid representative in order to understand the financial ramifications of taking a leave from the College. The official date of the personal leave is the date on which the student initiated the leave process or verification of when the student ceased attending classes. The paperwork for a personal leave of absence without academic penalty must be submitted no later than the published deadline for the last day to withdraw from courses (the 12th week of the semester).

Once the personal leave application and exit survey have been processed, a hold will be placed on the student’s account to ensure proper advisement upon return. A student who stops attending classes at any time during a semester without following the proper leave procedures will receive a failing grade for those classes. All paperwork and exit surveys must be submitted in a timely manner. Failure to do so may seriously impact current and future Federal Aid. Graduate students wishing to take a personal leave from the college must speak to their Associate Dean or Program Director.

Involuntary Leave of Absence

When a student’s behavior is disruptive to the college community or when a student’s behavior presents a danger to themselves or others, the senior associate dean of students or their designee may place the student on an involuntary leave of absence in accordance with the College’s Students of Concerns Policy. A student’s return from an involuntary leave is dependent upon the resolution of the circumstances leading to that leave and must be coordinated with the senior associate dean of students or their designee.

Graduation

Degrees are awarded three times a year: August 31 for students completing their degree requirements during the summer; February 1 for students completing their requirements during the fall semester, and at the annual May commencement ceremony on the date designated in the college academic calendar. Students who anticipate completing degree requirements the following May, August or September should submit an "Application for Graduation through the commencement community page on myCanisius by the deadlines below:

<table>
<thead>
<tr>
<th>If your requirements will be completed:</th>
<th>Application for Graduation due by:</th>
<th>Your diploma will be available:</th>
</tr>
</thead>
<tbody>
<tr>
<td>In May</td>
<td>December 15</td>
<td>At May Commencement</td>
</tr>
<tr>
<td>In August</td>
<td>August 1</td>
<td>Approximately August 31</td>
</tr>
<tr>
<td>In December</td>
<td>December 2</td>
<td>Approximately February 1</td>
</tr>
</tbody>
</table>

To qualify for the degree of bachelor of arts or bachelor of science, a candidate must complete a minimum of 120 credit hours, the core curriculum requirements and all requirements of the major. To qualify for the degree of associate of arts, a candidate must complete satisfactorily 20 three- or four-credit hour courses and a minimum of 60 credit hours.

Satisfactory completion of requirements means that the candidate has maintained the grade point average indicated in the section on Academic Standing and has completed all general and departmental requirements as outlined in this catalog.

In extraordinary circumstances a student may petition the Student Records and Financial Services Center to be allowed to participate in graduation ceremonies even though the student will not have completed all degree requirements by the date of commencement. Before graduation, the degree candidate must settle all accounts with the Center.
A student who completes the degree requirements in August or December and wishes to obtain his/her diploma before the next commencement should call or visit the Student Records and Financial Services Center after August 31 or February 1. Each student’s name should be submitted to the Center office exactly as the student wishes it to appear on all official documents of the college.

It is the student’s responsibility to keep this file accurate. A fee of $30.00 will be assessed to reprint a diploma if the name on the new diploma differs from that on the official record of the college.

Graduation Honors

Only students who have completed the last 60 credit hours of academic work at Canisius College are eligible for graduating with honors. The Canisius College cumulative grade point average (truncated at two decimal points) determines graduation with honors according to the following scale:

- Degree is awarded summa cum laude to those whose average is 3.80 or higher.
- Degree is awarded magna cum laude to those whose average is 3.65 or higher.
- Degree is awarded cum laude to those whose average is 3.45 or higher.

Policy on Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA; Section 438 of the General Education Provisions Act) as amended is the federal law governing individuals’ access to student records. The guiding principle of FERPA is that education records are private and that students have the right to limit their disclosure to third parties. FERPA grants students the right to inspect and review their education records, the right to request to amend their education records and the right to limit disclosure of some personally identifiable information known as directory information. In compliance with FERPA, the following constitutes the college’s policy instructing students of the procedures available to provide appropriate access to personal records while protecting the confidentiality of these records.

For purposes of FERPA, “education records” are all records which contain information directly related to a student and maintained by Canisius College. Records that are not “education records” include but are not limited to sole possession, law enforcement, employment, medical and counseling, and post-attendance records. Please note that this policy does not apply to student records and files retained by individual faculty/staff members which are not accessible to any other person except a substitute designated by the faculty/staff member. A “student” is defined as one who has attended or is attending Canisius College and regarding whom Canisius College maintains education records.

All students have records in the student records office, but additionally, students may also have records in the following places:

- Dean and/or Associate Deans of the College of Arts and Sciences, the Wehle School of Business, and the School of Education and Human Services
- Center for Professional Development
- Office of Student Affairs
- Student Health Center
- Office of Residence Life
- Departmental offices

Normally, education records will not be released — nor access given — to third parties without written consent of the student unless the party meets one of the following:

- To school officials (faculty and staff) who have a legitimate educational interest in the records. The determination of those who have “a legitimate need to know” will be made by the person responsible for the maintenance of the record. This determination must be made scrupulously and with respect for the individual whose record is involved.
- To federal, state and local officials involving an audit or evaluation of compliance with educational programs.
- To anyone who is providing financial aid to the student (“financial aid” does not include any payments made by parents).
- To organizations conducting certain studies for or on behalf of the college.
- To accrediting organizations to carry out their functions.
- To comply with a judicial order or a lawfully issued subpoena.
- To parents of a dependent student.
- To appropriate parties in a health or safety emergency.
- To schools in which a student seeks or intends to enroll.
- To an alleged victim of a crime of violence of the results of a disciplinary hearing regarding the alleged perpetrator of that crime with respect to that crime.
- To parents/legal guardian when their children (under age 21) are found to have violated the Canisius College alcohol or drug policy.
- To military recruiters who request “Student Recruiting Information” for recruiting purpose only.
- To the Internal Revenue Service (IRS) for purposes of complying with the Taxpayer Relief Act of 1997.
- To the Bureau of Citizenship and Immigration Services (BCIS) for purposes of the Student and Exchange Visitor Program.
- To authorized representatives of the Department of Veterans Affairs for students receiving educational assistance from the agency.

It should be noted that FERPA permits the disclosure of education records to the parents of a dependent student. The college, however, considers its students to be adult decision-makers; as such, students have the right and responsibility to share information about their grades and degree pursuit with their parents and/or guardians. This means that the staff of the college normally will not give out information about grades or degree pursuit and will instead suggest that parents or guardians have conversations directly with students about these matters. The college’s policy provides a greater degree of privacy for dependent students than FERPA would require.

If the student agrees to have this information released to the parents, the student must sign an Authorization to Disclose Grades form with the Student Records and Financial Services Center, Bagen 106. A student may authorize the release of specified records to other specific individuals. A notification of releases made to third parties must be kept in the student’s record. This notification is open only to the student and the person in charge of the record. The third party must be informed that no release of personally identifiable data is authorized without the written consent of the student.

A notification of releases made to third parties shall be kept in the student’s record (unless forbidden by a judicial order or subpoena). The third party shall be informed that no release of personally identifiable data is authorized without the written consent of the student.

The college has established the following procedures enabling students to have access to their records:
1. The student may see his or her record by filling out a request form at the office where the record of interest is maintained. Students may not inspect and review the following:
   - Financial information submitted by parents.
   - Confidential letters and recommendations placed in their files prior to January 1, 1975.
   - Confidential letters and statements of recommendation placed in records after January 1, 1975, to which the student has waived his or her right to inspect and review.
   - Education records containing information about more than one student; however, in such cases, students will be given access to the part of the record which pertains only to the inquiring student.
   - Employment records kept in the normal course of business which relate exclusively to students as employees.
   - Medical records kept in the Student Health Center. This office rigidly protects the confidentiality of those records but they can be reviewed by a physician or appropriate professional of the student-patient’s choice.
2. Access is to be granted promptly and no later than 30 days from the date of the request.
3. The student may obtain copies of documents to which he or she is entitled, by requesting the documents in writing. The college may charge for these copies.
4. The student may request and receive interpretation of his or her record from the person (or designee) responsible for maintaining the record.

Students have the right to challenge the content of their education records if they consider the information contained therein to be inaccurate, misleading or inappropriate. The process includes an opportunity for amendment of the records or insertion of written explanations by the student into such records. The procedures for challenging records can be found in the Office of Student Affairs Old Main 102.

Unlike education records, directory information shall be released freely unless the student files the appropriate form requesting that certain information may not be released. This form is available at the Student Records and Financial Services Center, Bagen 106. Directory information includes but is not limited to name, address, e-mail address, phone number, photograph, date and place of birth, major field of study, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors and awards, received and most recent education agency or institution attended.

This policy does not preclude the destruction of any record the college does not consider germane. Persons in charge of records shall ensure that only pertinent items are retained in student files. The forms for “Request for Confidential Status of Directory Information” and “Authorization to Disclose Grades” shall be removed from a student’s educational records upon graduation unless the student makes a specific request that these forms remain.

Advisement

Students come with diverse needs and varied backgrounds. Canisius College believes that this diversity calls for individualized assistance as students develop into self-directed, independent learners. Thus the college provides a variety of resources to help students tailor their advisement and support to their individual needs. Major advisement is embedded within the academic programs, and each student is assigned a major advisor within the academic department. In addition, the Griff Center for Student Success provides students with comprehensive programs, services, and resources to support student academic and career success and a transformative learning experience grounded in our Catholic, Jesuit mission. The Griff Center is a hub for academic support and career advising and has professional staff ready to assist students in their academic and professional development. The goal of the Center is to provide students with the academic support and assistance they need to become successful lifelong learners. The professional staff in the Griff Center helps students recognize their academic strengths and weaknesses, establish educational goals and career plans, and identify the appropriate majors, courses, and resources that are necessary to achieve their academic success.

Freshman Placement

First-Year Writing Placement

The First-Year Writing Program in conjunction with the Griff Center screens incoming freshmen for appropriate placement in writing courses (ENG 111 or ENG 100). High school average, SAT, ACT, and high school English and Social Studies Regents scores are used to determine placement.

Mathematics Placement

The Department of Mathematics and Statistics, in conjunction with the Griff Center, screens incoming freshmen for appropriate placement in mathematics. High school average, SAT, ACT, and high school mathematics scores are used to determine the placement.

Advising Within the Major

Freshmen and transfer students who have declared a major will be assigned an academic advisor within the major. These major advisors will help students with course selection each semester to help students remain on track to complete their degree. Students must meet with their major advisor each semester to receive their PIN for course registration. Additionally, students should consult with their advisor if they change their registration to ensure the change does not affect their progress toward graduation.

Undecided Students

Students who are still deciding on a major will receive academic advisement and career services from the Griff Center until they declare a major.

Part-Time Students

Part-time students are required to meet with an advisor, and are encouraged to use the services of the Griff Center in selecting proper courses and understanding the resources that are available to assist them at the college.

Non-Matriculated Students

Non-matriculated students are registered through the Student Records and Financial Services Center. Those who are interested in matriculating at Canisius are welcome to meet with an advisor in the Griff Center.

Griff Center for Student Success

The Griff Center for Student Success (https://www.canisius.edu/student-experience/student-support-services/griff-center/) represents a collaboration between the Office of Academic Affairs and the Office of Student Affairs that provides comprehensive programs, services, and resources to support student academic and career success and a transformative learning experience grounded in our Catholic, Jesuit mission. The Griff Center assists students in their academic and professional
development and provides them with the support and assistance they need to become successful lifelong learners.

Pathfinders Academic Exploration Program

The Griff Center for Student Success provides advisement for Pathfinder (https://www.canisius.edu/programs/pathfinders-academic-exploration-program/) students as they explore potential fields of study that best match their interests and goals. By working collaboratively with the team of professionals within the Griff Center, Pathfinder students have exposure to career development tools and academic major exploration. The Griff Center provides comprehensive advisement that empowers students to take responsibility for their educational, career, and personal goals. Additionally, the Griff Center team is dedicated to creating a supportive and friendly atmosphere where students feel comfortable seeking assistance.

Tutoring Center (OM 315)

Tutoring services are available for all Canisius students and provide a variety of opportunities for them to achieve their own academic success. Group tutoring sessions allow students to receive academic assistance from peer and adjunct professor tutors. Tutors are available in the majority of academic disciplines and employ various academic strategies to help address individual student needs.

Study Center (OM 311)

Open to all Canisius students, Study Zone provides students with an opportunity to focus on academic work in a quiet environment conveniently located near Tutoring Center where additional assistance may be sought.

Scuba Zone: Academic Mentor Program (OM 318)

This program presents students with an opportunity to meet one-on-one with an academic mentor on a regular basis to assist with better time management, prioritization of responsibilities, study skills, and assistance needed to achieve academic success.

Student Accessibility Services (OM 317)

Committed to creating equal access for all Canisius students with disabilities, Accessibility Support helps meet individual needs and oversees the administration of reasonable accommodations and proctoring exams. Academic and non-academic accommodations are determined on a case-by-case/course-by-course basis after review of a student’s official documentation.

Testing Center (OM 317)

The Proctor Site assists in proctoring make-up exams for the campus community. Students must determine the feasibility of a make-up exam with their professor prior to making arrangements with the proctor site.

Veterans Resource Center (OM 320)

The Griff Center provides an environment that helps student-veterans achieve their academic and personal goals. Our staff is committed to creating a supportive and friendly atmosphere where students feel comfortable seeking assistance concerning both academic and non-academic issues. In addition, there is a lounge designated for student-veterans where they may study and relax between classes.

Career Planning and Services: EXPLORE – EXPERIENCE – ENGAGE (HO 014)

The Griff Center is here to help students and alumni develop career plans and gain the professional skills needed in today’s competitive job market.

Career development begins on day one at Canisius! The Griff Center has developed a three-point career action plan designed to help students and alumni:

EXPLORE • Learn about their strengths and interests and how they relate to majors and careers
EXPERIENCE • Gain experience through internships, service, and research
ENGAGE • Network with alumni and employers to launch their career

The Griff Center provides personalized, services and programs to meet the complete career development needs of Canisius students and alumni. The Griff Center offers: Career coaching; Assistance with locating internship and job opportunities; Resume and cover letter review; Video mock interviews; On-Campus Interviews with local and national organizations; On- and Off-Campus recruiting events and professional development opportunities as well as engage in career programs and events.

Handshake

The Griff Center is excited to provide students and alumni with free access to Handshake, a exclusive platform for Canisius students and alumni to search for full-time, part-time, volunteer, and internship opportunities as well as engage in career programs and events. Handshake also has online resources for students’ professional development.

Honors and Awards

Recognition of Academic Excellence

Canisius College offers a number of opportunities to celebrate student academic success. These include:

Dean’s List and Merit List (p. 87) recognition each semester based on a student’s grades in that semester.

Honor society membership (p. 88) for students who meet the qualifications.

College-wide awards (p. 88) that are given to students regardless of their major (generally given at the Honors Convocation at the end of a student’s senior year).

Departmental awards and honors (p. 89) (generally given at the Honors Convocation at the end of a student’s senior year).

Graduation Honors (described at the end of the section on graduation (p. 84) in this catalog).

Dean’s and Merit Lists

Two categories of recognition are awarded at the end of each semester. The first recognizes full-time students and the second recognizes both full-time and part-time students. In addition, students in either category who achieve a 4.00 will receive the designation “with Special Distinction.”

Dean’s List

Awarded to students who have attained a grade point average of at least 3.50 for the semester and have completed at least four courses of three credits or equivalent.
Merit List
Awarded to students who have attained a grade point average of at least 3.25 for the semester and have completed two courses of three credit hours or equivalent.

Students who receive an “Incomplete” grade will be eligible for the Dean’s or Merit lists once the work is completed and a passing grade submitted. The “Incomplete” grade must be changed within six weeks from the end of final examinations deadline.

Honor Societies
Canisius College has chapters of a number of national and international honor societies. These societies have established specific academic requirements for students who wish to join the society, and most also have additional requirements that may include service, participation, recommendations, or academic standing guidelines.

Honor Societies Open to Students in Any Major
Alpha Sigma Nu is the honor society of Jesuit institutions of higher education, including all 28 Jesuit colleges and universities in the United States, Regis College of the University of Toronto, Campion College in Regina, Saskatchewan, and Sogang University in Seoul, South Korea. Juniors, seniors, and students in graduate and professional schools who rank in the top 15 percent of their classes may be considered for membership. The college’s chapter may nominate no more than four percent of the junior and senior classes for membership. In addition to scholarship, loyalty to the college and the Jesuit ideals of higher education, and service to the college and larger community are the criteria for admission.

Chi Alpha Sigma is the national college athlete honor society.

Di Gamma is the Canisius Honor Society that recognizes those who have rendered outstanding service to Canisius College.

Major-Specific Honor Societies
Alpha Kappa Delta is an international sociology honor society. It promotes human welfare through the association of a fellowship group interested in developing scientific knowledge that may be applied to the solution of social problems.

Alpha Phi Sigma is the national criminal justice honor society

Beta Beta Beta is the national honor society for students majoring in the biological sciences. Students must demonstrate academic achievement as well as be involved in service, scholarship, and social activities to be inducted as a national member.

Beta Gamma Sigma is the premier honor society recognizing business excellence, and only recognizes students in AACSB accredited programs. The Wehle School of Business established its chapter of Beta Gamma Sigma (https://www.betagammasigma.org/) in 1978. Lifetime members of the Society have earned the right to be considered the "Best in Business.” Students who graduate in the top 20 percent of their class are eligible for membership.

Eta Sigma Phi is the honorary society for classical studies

Iota Tau Alpha is the athletic training education honor society

Kappa Delta Pi is the international honor society in education

Lambda Pi Eta recognizes, fosters and rewards outstanding scholastic achievement in communication studies. Lambda Pi Eta’s ideal is to stimulate interest, promote and encourage professional development, and to provide an opportunity to discuss and exchange ideas in the field of communication. This society is the national communication association’s honor society.

Phi Alpha Theta is the national history honor society. The local chapter’s events include speakers, lectures, an annual induction ceremony and participation in a convention. Prospective members must have taken a minimum of four history courses with a 3.25 GPA and a minimum 3.06 QPA.

Phi Sigma Tau serves as a means of awarding distinction to students who have high scholarship and personal interest in philosophy, as well as popularizing interest in philosophy among the general collegiate population.

Pi Delta Phi is the national French honor society

Psi Chi is an international honor society in psychology and recognizes students at both the undergraduate and graduate level.

Sigma Delta Pi is the national collegiate Hispanic honor society. Membership is available to students who attain excellence in the study of the Spanish language and who have made contributions to the Latino/a culture.

Sigma Tau Delta is an international English honor society that honors undergraduates, graduate students, and scholars in academia, as well as upon professional writers who have recognized accomplishments in linguistic or literary realms of the English language. Members have the opportunity to formulate ethical principles, develop skills in creative and critical writing, and foster a spirit of fellowship.

College-Wide Awards and Prizes
The Rev. Francis A. O’Malley, SJ, Memorial Award is awarded to the member(s) of the graduating class who has achieved the highest cumulative average among students who have completed four years of study at Canisius College. This award is based on eight semesters of completed work.

The Rev. James M. Demskes, SJ, Scholastic Achievement Award is bestowed upon a senior(s) who has transferred to Canisius College and has completed at least 60 credit hours at Canisius. This student will have achieved an exceptionally high cumulative average while a student at Canisius. This award is based on all semesters of completed work at Canisius.

The Alumni Association Distinguished Senior Award is awarded to a senior(s) who has distinguished him/herself through leadership roles and service to the college.

The ALANA Achievement Award is bestowed on a senior who is African American, Latino/a American, Asian American, or Native American who exemplifies the Jesuit value of Magis through academic excellence, exceptional leadership, and service to Canisius and/or the community at large.

The Campus Ministry Award is given to a graduating senior with a strong academic record who has contributed to the Canisius College community through participation in the events and programs of Campus Ministry and who has taken a leadership role in faith and justice activities.

The Dr. Martin Luther King, Jr. Awards are given to faculty members, students, or administrators whose lives and work best represent the ideals of Dr. King.

All-College Honors Program
The Amy Betros Community Service Award is awarded to a graduating All-College Honors student who best exemplifies the Jesuit spirit of “men &
women for and with others.” This award for community service is named for Amy Betros who co-founded and co-directs St. Luke’s Mission of Mercy on the East Side of Buffalo, an organization that provides food, clothing, shelter, and tutoring for those in need.

The Robert J. Butler Award for Leadership recognizes students who have exercised strong leadership in carrying out co-curricular and extracurricular activities for the All-College Honors Program, and who have taken leadership roles in honors classes.

The Kristin M. Brady Award for Excellence in All-College Honors Thesis is awarded to a senior who has written the most outstanding thesis in the All-College Honors Program.

The John J. Hurley Award for Academic Excellence, Leadership and Social Justice is awarded to the All-College Honors student graduating in the spring semester who best exemplifies the Jesuit values of academic excellence, leadership, and the promotion of justice. The award is named for the Canisius College president who was an outstanding All-College Honors student (Class of 1978) at Canisius and, since then, has exemplified the spirit of magis as a community leader, generous benefactor, and a tireless advocate of social justice.

Raichle Pre-Law Center

The Albert R. Mugel Award is presented annually by the Raichle Pre-Law Center. It is given to a senior intending to pursue a career in law and whose achievements, individual character, and dedication to the welfare of the community best exemplify the career and ideals of Albert R. Mugel. Mr. Mugel was a member of the college’s Board of Trustees and worked tirelessly to enhance the Pre-Law Center and enhance its position in Western New York.

Urban Leadership Learning Community

The Lenore “Lee” Rosica Award for Outstanding Leadership and Service is presented to the Urban Leadership Learning Community senior who has demonstrated outstanding leadership and service both at the college and in the wider community.

The Sebastian J. “Red” Rosica Award for Excellence in Academic Achievement is presented to the Urban Leadership Learning Community senior who has earned the highest GPA in their undergraduate career.

Women & Gender Studies Program

The I. Joan Lorch Award for Women’s Studies is awarded to a student who has made a significant contribution to promote women’s issues on the Canisius College campus through such activities as writing a newspaper series, performing committee work, or representing women’s issues on a governing body.

Departmental Awards

College of Arts & Sciences

Departmental/Program Awards

Animal Behavior, Ecology, and Conservation (ABEC) Program

ABEC Academic Achievement Award is awarded to the student who holds the highest GPA in the ABEC major.

ABEC Animal Consciousness Award recognizes an ABEC student who, in the determination of the faculty, has demonstrated significant personal and professional growth during his or her time at Canisius.

ABEC Excellence in Research Award recognizes a student whose outstanding scientific research helps to advance the understanding of animals.

ABEC Exemplar Award recognizes the graduating senior in the ABEC program who embodies the Canisius College ideal: excellence in the classroom, outstanding scholarship, and a dedication to making the world a better place by advancing the fields of animal welfare and wildlife conservation.

ABEC Service Award recognizes the outstanding community services of a graduating animal behavior major.

Bioinformatics Program

Student General Excellence Award in Bioinformatics honors the bioinformatics major who, along with a high GPA, has also made contributions to the field through research and/or service activities.

Bioinformatics Program Excellence in Research Award honors a bioinformatics student who has completed significant research at the undergraduate level.

Biology Department

Alexander Award for Outstanding Research in Biology is given by the Alpha Theta Chapter of Tri Beta, the National Biological Honor Society, to a graduating biology major who has completed a significant independent research project leading to presentation or publication in scientific literature.

Alpha Theta Chapter of Tri Beta Fialkiewicz Award for Academic Excellence in Biology is given by the Alpha Theta Chapter of Tri Beta, the National Biological Honor Society, to the graduating biology major with the highest academic average.

Biology Department Excellence in Research Awards are given to graduating biology majors who have completed substantial research projects leading to presentation or publication in the scientific literature of their discipline.

John Kalb Award for Exemplary Research in Biology is presented to the graduating senior who completed the most substantial, independent research project in biology and who embodies the enthusiasm for scientific research as that displayed by the late Professor John Kalb.

Nancy Wohlschlag Distinguished Research Award is given to a graduating biology major who has completed a significant research project leading to presentation or publication in the scientific literature.

Chemistry/Biochemistry Department

American Chemical Society Undergraduate Award in Organic Chemistry is awarded to a graduating senior student majoring in either chemistry or biochemistry who has demonstrated excellence in organic chemistry based on a combination or research experience, coursework, and a desire to pursue a career in chemistry.

Distinction in Chemistry Award is awarded for outstanding performance (greater than 90%) on the DUCK Test (Diagnostic Undergraduate Chemistry Knowledge Test) as well as a GPA greater than 3.5.
Gerald Zon Chemistry/Biochemistry Undergraduate Research Award recognizes accomplishments in chemistry/biochemistry research.

Jeffrey M. Rose Award recognizes extraordinary service to the department and the student chapter of the American Chemical Society at Canisius, as well as excellence academic achievement.

Student General Excellence Award of the American Institute of Chemists is given in recognition of a demonstrated record of ability, leadership and professional promise within the field of chemistry.

Student General Excellence Awards of the WNY Section of the American Chemical Society, the department’s highest awards, are presented to one chemistry and one biochemistry major who demonstrate outstanding academic achievement along with a strong commitment to service within our academic community.

Valerian A. Ruskiewicz Award for Distinction in Chemistry acknowledges superlative academic achievement demonstrated by the highest GPA in the department.

Classics Department
David B. Dietz Classics Book Award is given for outstanding performance in Classics courses.

Communication Studies Department
Academic Excellence in Communication Studies Award is given to the graduating Communication Studies senior with the highest GPA in the major.

Academic Excellence in Digital Media Arts Award is given to the graduating Digital Media Arts senior with the highest GPA in the major.

Academic Excellence in Journalism is given to the graduating Journalism senior with the highest GPA in the major.

Digital Media Arts Outstanding Portfolio Award recognizes an exceptional Digital Media Arts capstone project and portfolio. It is given to a student whose portfolio exhibits distinction in creativity, design, technical proficiency and professionalism.

Association of Women in Communication Scholarship Award is given to the graduating senior member of the association who served as an officer and has the highest GPA in the major.

American Advertising Federation Academic Excellence Award is given to the graduating senior member of the federation with the highest GPA in the major.

Public Relations Student Society of America Academic Excellence Award is given to the graduating senior member of the society with the highest GPA in the major.

Gene and Peter Jankowski Award of Excellence is given to a graduating senior in Communication Studies or Digital Media Arts who has demonstrated excellence in academic performance and television production.

WGRZ-TV Excellence in Multimedia Journalism Award is presented to a graduating senior Communication Studies major who has demonstrated outstanding skills and a commitment to journalism through the medium of television.

Society of Professional Journalists Award is given annually to the graduating Journalism student whose work best exemplifies the ideals of the program.

Computer Science Department
Computer Science Department Excellence in Academics Award is presented to graduating computer science majors who have achieved an outstanding academic performance.

Computer Science Department Excellence in Research Award is presented to graduating computer science majors who have achieved outstanding results in computer science research.

English Department
Charles A. Brady Award for Excellence in English is awarded to the graduating English major whose achievement in English courses and literary extra-curricular involvement has been superior throughout his or her college career.

G. E. Murray Award for Excellence in Creative Writing is awarded by the faculty to the graduating creative writing minor whose achievement in writing courses and whose own creative writing have been superior throughout his or her college career.

Leslie C. Warren Award for Academic Excellence is awarded to the graduating English major who has the highest academic average for his or her college career.

Environmental Science Program
Environmental Science Award for Academic Excellence is awarded to the graduating Environmental Science major with the highest academic average for his or her college career.

Environmental Science Award for Excellence in Research is awarded to the graduating Environmental Science major who has completed a substantial research project in environmental science leading to presentation and/or publication.

Environmental Studies Program
Rachel Carson Award for Outstanding Achievement in Environmental Studies is awarded to the graduating student with the highest GPA in the major and shows commitment to promoting environmental awareness in their work and study.

European Studies Program
Jean Monnet Award for European Studies is named for one of the founders of European integration. It recognizes achievement in European Studies in the classroom and through study-abroad and co-curricular activity.

Fine Arts Department
Edith DeLuca Memorial Award is given to a graduating senior who has contributed musically to the college and the community through excellence in musicianship, service and leadership. The student exemplifies the high standards and values of Edith DeLuca, the founder of the Buffalo Philharmonic Concert Series at Canisius College.

Thalia Feldman Memorial Award in Art History is awarded to a graduating senior in Art History who has maintained outstanding academic achievement and has demonstrated leadership in furthering an understanding of the importance of the visual arts in our community.

Outstanding Achievement in Visual Art Award is presented to a graduating senior whose visual creativity has contributed to Canisius College and the community through excellence in visual art, service and leadership, thereby exemplifying the high standards of Canisius College and the Fine Art Studio Program.
History Department

Professor William M. Harrigan Award for Excellence in History was inaugurated in 1971 to commemorate the late Dr. William M. Harrigan, chair of the History Department from 1960 to 1968. To promote excellence in historical scholarship, the award is presented to the senior who best exemplifies the standards of scholarship, interest in history and Christian values which Dr. Harrigan upheld.

Professor Edwin L. Neville Scholarship in History is given to a senior History major or Secondary Education/Social Studies major who will pursue an advanced degree in history or social studies, preferably in Asian history.

Professor Walter J. Sharrow Award is presented to a graduating senior who shows great promise as a teacher of history at the K-12 level.

International Relations Program

International Relations Academic Excellence Award is given to the senior with the highest GPA among International Relations majors.

International Relations Award for Global Understanding and Involvement is presented annually to the senior International Relations major demonstrating academic excellence and furthering international understanding.

Latin American Studies Department

Simon Bolivar Award for Latin American Studies presented to a Latin American studies senior who achieved high academic standing and demonstrated leadership in furthering the understanding of Latin American and/or Latino communities in the United States.

Mathematics & Statistics Department

Dr. Robert Tidd Award for Distinction in Mathematics is given to an outstanding senior upon recommendation by the Department of Mathematics and Statistics.

Dr. William M. Huebsch Award in Mathematics is given to a senior who combines excellent performance in mathematics with great promise in a career in the application of mathematics to other fields. The award is named in honor of Dr. Huebsch ’43, who was a former chair of the Mathematics department.

Military Science Program

General George C. Marshall Award is given annually by the George C. Marshall Foundation to the outstanding senior ROTC cadet in Buffalo.

Outstanding Military Graduate Award is given to a distinguished Canisius College cadet who demonstrates exceptional leadership potential, academic achievement and participation in ROTC activities.

Modern Languages Department

American Association of Teachers of French (AATF) Outstanding Senior in French Award is awarded to a student who has demonstrated exceptional commitment to the study of French through academic and extracurricular activities related to the language.

James J. McGoldrick Award for Excellence in German is awarded for excellence in the study of German language, literature, and culture.

Nebrija-Bello Award for Distinction in Spanish is bestowed annually on the graduating senior who best exemplifies the qualities of academic excellence and service in the field of Spanish language, literature and culture.

Philosophy Department

J. Clayton Murray, SJ, Award in Philosophy is presented to a student who has demonstrated exceptional achievement having completed at least five courses in philosophy.

St. Thomas Aquinas Award in Philosophy is presented to a graduating philosophy major who has demonstrated significant achievement or engagement with the discipline.

Physics Department

Valerian A. Ruskiewicz Memorial Prize for Distinction in Physics is awarded annually to the member of the senior class who has the highest class standing throughout his/her course in physics.

Valerian A. Ruskiewicz Memorial Prize for Distinction in 3+2 Engineering is awarded to the student with outstanding achievement in the 3+2 Physics/Engineering Program, who has mastered the fundamentals of both physics and engineering.

Political Science Department

Pi Sigma Alpha Award is given to the student who best exemplifies academic excellence and the pursuit of knowledge in political science.

Woodrow Wilson Award is awarded to the Political Science major who combines academic excellence with a demonstrated commitment to public service.

Psychology Department

Donald L. Tollefson Annual Psychology Award is bestowed annually to the senior who best personifies Donald L. Tollefson’s ideals of intellectual inquiry and professional engagement in the field of psychology.

Outstanding Psychology Student Award is bestowed annually to graduating seniors with outstanding academic and pre-professional accomplishments in the field of psychology.

Susan K. Putnam Excellence in Behavioral Neuroscience Award is bestowed to a senior who demonstrated outstanding academic and pre-professional accomplishments in the areas of behavioral neuroscience/neuropsychology.

Religious Studies Department

Cyril O. Schommer SJ, Memorial Prize in Religious Studies is awarded to the senior whose written work demonstrates theological insights and mastery of one of the religious studies disciplines.

Dr. James P. McDermott Award in Religion & Life is given to the senior who manifests Dr. Jim McDermott’s love of learning and his application of religious values in his daily life.

Sociology/Anthropology/Criminal Justice Department

Canisius College Anthropology Award is given to a graduating senior with the highest overall cumulative GPA in the major.

Dr. Jesse Nash, Jr. Sociology Award is given to the senior sociology major for academic excellence in sociology and a commitment to social justice in the legacy of Jesse Nash, Jr.

William H. Jarrett Criminal Justice Award is given to a senior criminal justice major for academic excellence in criminal justice and a commitment to ethics in the legacy of William H. Jarrett.
School of Education and Human Services Departmental/Program Awards

William F. Kean Award of Excellence in Education is given to the graduating major in the School of Education & Human Services with the highest academic average.

Adolescence Education

National Organization of Human Services Award is bestowed on a student who demonstrates excellence in academic performance, service to others, a commitment to social justice and a promise of a successful career in human services.

Rev. Paul Nochelski, SJ, Award in Adolescence Education recognizes a graduating student who has demonstrated the hallmark of Fr. Paul Nochelski’s life: a consistent dedication to academic excellence and to the Jesuit values of cura personalis and social justice.

Thomas W. Fitzsimons Award in Adolescence Education is bestowed upon a student who demonstrates excellence in academic performance, service to the college and the promise of a successful career in adolescence teaching.

Urban Education Award in Adolescence Education is presented to the adolescence education major who shows outstanding dedication to the Canisius College ideals of commitment to urban education and the betterment of our local community.

Counseling & Human Services Graduate Department

Thomas & Camille Caulfield Award is given to the graduate student counselor of the year.

Education Department

Bruce D. Perry, MD, PhD. Award in Early Childhood Education is given to the outstanding early childhood major who exemplifies knowledge, skills and dispositions as dictated by the practices proposed by the National Association of the Education of Young Children.

Donald J. Murphy Award in Childhood Education is bestowed upon a student who demonstrates excellence in academic performance, service to the college and the promise of a successful career in childhood teaching.

Dr. Kimberly A. Leavitt-Noble Award in Special Education is given to the graduating senior who has maintained a high level of scholarship and demonstrates a commitment to teaching children with special needs.

William D. Bennett Award is given to the graduating senior who demonstrates the hallmark of the late William Bennett’s life: commitment to academic excellence and teaching in multi-cultural settings.

Kinesiology Department

Dr. Gregory K. Reeds Graduate Physical Education Teacher Education Award is given to an outstanding graduate physical education teacher candidate who best displays academic achievement and commitment to the physical education teaching profession. Honorees will also be recognized by the New York State Association for Health, Physical Education, Recreation and Dance (NYS AHPERD).

John T. Gabbey, MD. Award for Excellence in Athletic Training is presented to the graduating senior who has demonstrated outstanding skills in all aspects of the Athletic Training program.

Paul Demartinis Memorial Award in Health & Wellness is presented to an outstanding senior in health and wellness who is committed to service in the profession.

Rev. Edward F. Maloney, SJ, Physical Education Award is given to the graduating senior each year who best displays academic achievement, contributions to college life, participation in the department, including sponsored activities and demonstration of professional qualities.

Sport Management Department

Dr. Paul E. Bieron Sport Administration Award is given to an undergraduate student enrolled in sports management as a concentration. The student will have had overall high academic achievement, participated as a student intern in the sports industry and done significant scholarly work throughout the curriculum.

Wehle School of Business Departmental/Program Awards

Alpha Kappa Psi Scholarship Key is awarded annually to the graduate in the Richard J. Wehle School of Business who has attained the highest scholastic average over a three-year period. The award is made by the Delta Tau Chapter of Alpha Kappa Psi, the oldest national professional fraternity in commerce.

Academic Excellence in Business Award is given each year to a graduating senior(s) who has demonstrated outstanding academic achievement in the Richard J. Wehle School of Business.

Accounting Department

Bradley J. Shelp, Jr. Memorial Award represents the most prestigious honor the Department of Accounting can bestow upon an accounting student. This award is given on those occasions when the Department of Accounting identifies a senior accounting student who excels in demonstrated attributes of excellence in scholarship and service to the college.

Accounting Society Award for Excellence in Scholarship in the Accounting Program is awarded annually to the outstanding senior accounting major.

Accounting Society Award for Excellence in Scholarship in the Accounting Information Systems Program recognizes outstanding achievement by a senior AIS major and is given to the senior with the highest GPA in the AIS major courses.

Talal Abu-Ghazaleh International Award for Excellence in Graduate Accounting is awarded to an MBA graduate who is selected by the Committee of the Council on Accountancy at an overall outstanding student with the potential to make contributions to the accounting profession.

Economics/Finance Department

Nelson D. Civello Most Outstanding Graduate Award is given upon the recommendation of the faculty to the outstanding senior in the department.

Economics/Finance Department Best Finance Student Award is given to a graduating senior for academic excellence in finance.

John S. Murphy Award for Academic Excellence in Economics is given to a graduating senior for academic excellence in economics.
Entrepreneurship Program

Entrepreneurship Outstanding Student Award is given in recognition of academic excellence and commitment to entrepreneurial leadership as an entrepreneurship major.

International Business Program

International Business Outstanding Student Award recognizes a student who has demonstrated academic excellence in his/her major as well as achievement in extracurricular activities including study abroad, international internships and participation in international conferences.

Management Department

Thomas J. Schillo Scholarship is awarded to a senior for high standards of academic excellence and personal integrity.

Management Academic Excellence Award is presented annually to the top ten percent of senior management majors based on overall GPA.

Marketing Department

Donald E. Calvert Scholarship is awarded to a senior marketing or management student who displays superior academic and professional skills.

Marketing Academic Excellence Award is presented annually to the top ten percent of senior marketing majors based on overall GPA.

College of Arts and Sciences

Thomas A. Chambers, PhD, Dean
Philip Reed, PhD, Associate Dean
Julie S. Gibert, PhD, Faculty Associate Dean
Charles A. Goodsell, PhD, Faculty Associate Dean

Mission Statement

The College of Arts & Sciences at Canisius provides an excellent liberal arts and sciences education by truly engaging students in the classroom, laboratory, studio, and broader community. As an integral part of a Catholic, Jesuit university the College of Arts & Sciences seeks to educate the whole person in preparation for service and leadership in a global society.

Academic Programs

The College of Arts and Sciences offers curricula covering a wide range of disciplines in the humanities, fine arts, natural sciences, mathematics and social sciences. Each program combines the liberal-arts objectives of the Core Curriculum with the specific goals of a student’s major field, with an emphasis on preparation for careers and graduate or professional school.

The College of Arts and Sciences also offers graduate programs leading to master of science degrees in Cybersecurity (http://catalog.canisius.edu/graduate/cybersecurity/), Data Analytics (http://catalog.canisius.edu/graduate/data-analytics/) or Anthrozoology (http://catalog.canisius.edu/graduate/anthrozoology/).

Undergraduate Majors

<table>
<thead>
<tr>
<th>Majors</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry</td>
<td>Chemistry and Biochemistry</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry and Biochemistry</td>
</tr>
</tbody>
</table>

Undergraduate Minors

The many minors offered in the College of Arts and Sciences are identified in the descriptions of departmental offerings and available in the list of Undergraduate Minors A-Z (http://catalog.canisius.edu/undergraduate/minors/).

Institutes and Centers

Also housed in the College of Arts and Sciences are:

- The William H. Fitzpatrick Institute of Public Affairs and Leadership
- The Frank G. Raichle Pre-Law Center
- The George E. Schreiner Pre-Medical Center
- The Institute for the Global Study of Religion
- Institute for the Study of Human-Animal Relations
- Video Institute
Animal Behavior, Ecology, and Conservation (BS)

Chair: Sue Margulis, PhD (margulis@canisius.edu)

Introduction
The Animal Behavior, Ecology, and Conservation Program combines the rigorous scientific study of Animal Behavior with a values-focused curriculum in the liberal arts tradition. It is for students who want to thoroughly understand the facts and theoretical underpinnings of animal behavior and who want to use that understanding to promote animal welfare and wildlife conservation. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the ABEC website (https://www.canisius.edu/academics/programs/animal-behavior-ecology-and-conservation/).

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Animal Behavior, Ecology, and Conservation.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

ABEC majors often choose to pursue one or more of the minors offered within the department (p. 96). Additionally, ABEC majors interested in informal education should consider the education minor (p. 312) offered in the School of Education and Human Services.

Major Experiences
Many elective courses involve travel, field work, and/or service. The department also offers numerous internship opportunities. Students are encouraged to participate in these experiences.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

Major Requirements
The ABEC major requires 7 courses, plus a total of 24 additional credits from elective courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 101</td>
<td>Introductory Animal Behavior I</td>
<td>3</td>
</tr>
<tr>
<td>ABEC 102</td>
<td>Introductory Animal Behavior II</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>ABEC 333</td>
<td>Conservation Behavior</td>
<td></td>
</tr>
<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
<td></td>
</tr>
<tr>
<td>Select one of the following conservation courses:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 141</td>
<td>Inferential Statistics and Computers for Science</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>Major Electives (chosen from the list below)</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>47-48</td>
</tr>
</tbody>
</table>

Major Electives
Twenty four credits must derive from the following electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 216</td>
<td>Topics in Animal Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ABEC 217</td>
<td>Connecting ABEC to the Wider World</td>
<td>3</td>
</tr>
<tr>
<td>ABEC 219</td>
<td>Diversity of Life</td>
<td>3</td>
</tr>
</tbody>
</table>
ABEC 220 & 220L Animal Learning and Animal Learning Lab 4
ABEC 250 Zoo Animal Husbandry 1
ABEC 251 Zoo Animal Management 3
ABEC 301 Research Participation (credit) 1
ABEC 303 Shelter Behavior 3
ABEC 305 Assessing Animals 3
ABEC 332 Animal Welfare 3
ABEC 333 Conservation Behavior 3
ABEC 335 Conservation Education 3
ABEC 339 Animal Enrichment 3
ABEC 340 Research Methods in Animal Behavior 3
ABEC 341 Urban Ecology 3
ABEC 341L Urban Ecology Lab (optional) 1
ABEC 342 Animal Geographies 3
ABEC 343 Zoogeography 3
ABEC 345 Herpetology 3
ABEC 345L Herpetology Lab 1
ABEC 346 Integrative Behavior 3
ABEC 351 Zoo Exhibitry 1
ABEC 360 Observational Research Methods 4
ABEC 363 Dog Evolution, Behavior and Cognition 3
ABEC 370 Animal Cognition 3
ABEC 402 Desert Conservation 3
ABEC 403 Tropical Ecology 3
ABEC 404 Wildlife Ecology and Conservation in Africa 3
ABEC 405 Biocultural Diversity Conservation in Costa Rica 3
ABEC 490 Canisius Ambassadors for Conservation (credit may vary) 4
ABEC 491 Internship 1 3
ABEC 492 Internship 2 3
ABEC 495 Independent Research 3
BIO 301 Research Methods (credit) 1
BIO 317 Primatology 3
BIO 317 Sex, Evolution and Behavior 3
BIO 320 Field Ecology & 320L and Field Ecology Lab 4
BIO 322 Conservation Biology 3
BIO 343 Entomology & 343L and Entomology Lab 4
BIO 357 Evolution 3
BIO 364 Zoology: Diversity of Animal Life 3
BIO 364L Zoology: Diversity of Animal Life Laboratory (optional) 1
BIO 366 Ornithology or BIO 166 Biology of Birds 3-4
BIO 375 Community Ecology 3
BIO 375L Community Ecology Laboratory (optional) 1
BIO 377 Freshwater Biology & 377L and Freshwater Biology Laboratory 4
BIO 378 Wetlands 3
BIO 378L Wetlands Laboratory (optional) 1
EVST 235 Environmental Policy 3

Roadmap
Recommended Semester Schedule for Major Course Requirements:

**Freshman**
Fall
ABEC 101
Spring
ABEC 102
BIO 317
ABEC 111 & 111L

**Sophomore**
Fall
ABEC 250
BIO 317
Spring
ABEC 251
Math course (choose one of the following)
MAT 141
MAT 131
PSY 201

**Junior**
Fall
ABEC 301
ABEC elective
Spring
ABEC elective
ABEC elective
Conservation course (may be taken either semester in junior year) Conservation course (may be taken either semester in junior year)

**Senior**
Fall
ABEC elective
Spring
ABEC elective
ABEC elective

Learning Goals & Objectives
Student Learning Goal 1
Students will demonstrate factual knowledge and theoretical understanding in the field of animal behavior. Students will:
Objective A: Demonstrate mastery of topics: animal phylogeny-taxonomy, evolution of behavior, proximate causes of behavior, and anthropogenic impacts on non-human animals and the environment

Objective B: Separate observations from inferences

Student Learning Goal 2
Students will demonstrate practical knowledge and appropriate application of animal behavior and conservation in two of the following settings: domestic animals, captive wildlife, free-ranging wildlife
Students will:
Objective A: Generate realistic and effective solutions to simulated behavior problems in captive or domestic animals

Objective B: Generate realistic and effective solutions to simulated conservation problems

Objective C: Critically evaluate ethical implications of use or management of non-human animals
Student Learning Goal 3
Students will demonstrate scientific literacy and communication about science in written or oral form
Students will:
Objective A: Critically evaluate primary literature
Objective B: Interpret data
Objective C: Clearly articulate scientific ideas, concepts, and controversies

Minors
The ABEC program offers four minors for students who wish to concentrate in specific areas:
- Animal Behavior Minor (p. 98)
- Anthrozoology Minor (p. 99)
- Conservation Minor (p. 99)
- Zoo Biology Minor (p. 100)

For the ABEC minors, courses may be taken independently of the others and in any order. Interested students usually begin with the course that best fits their schedule. Most of the courses are offered every other year, so interested students should plan accordingly.

Additionally, the ABEC department contributes to the Education Minor (p. 312). ABEC majors with an interest in informal education may be interested in this minor. This minor does not lead to teacher certification.

Courses

ABEC 101 Introductory Animal Behavior I 3 Credits
This course covers a broad overview of animal behavior, from the ideas and theories that have shaped the field to basic approaches used to study behavior. We will discuss behavior from a variety of animals, ranging from insects to mammals (including humans!). Special attention will be given to examining the research that shapes the field.
Offered: every fall.

ABEC 102 Introductory Animal Behavior II 3 Credits
Foundational evolutionary and ecological theories in Animal Behavior. Explore key behaviors that lead to an animal’s survival including foraging, mating, habitat selection, and social behavior as well as methods to study animal behavior. Also compare animal behavior in the news to the scientific literature.
Offered: every spring.

ABEC 216 Topics in Animal Behavior 3 Credits
Topics in animal behavior will cover varying subdisciplines within animal behavior to offer students an in-depth learning experience. Topics may include areas such as companion animal care, wildlife rehabilitation, captive management, and educating about wildlife.
Prerequisite: ABEC101 or ABEC102.
Offered: occasionally.

ABEC 217 Connecting ABEC to the Wider World 3 Credits
This course aims to introduce and explore the many ways that a degree in Animal Behavior, Ecology, and Conservation (including the four minor areas of Anthrozoology, Animal Behavior, Conservation, and Zoo Biology) is beneficial across a variety of professions. Through readings, discussion and interviews with professionals at various stages of their careers, students will learn how to leverage their academic experience in pursuit of a successful professional career.
Prerequisite: ABEC101 or ABEC102 (may be taken concurrently).
Offered: occasionally.

ABEC 219 Diversity of Life 3 Credits
Explore the immense diversity of life from an evolutionary perspective. This course will focus on the characteristics and ecological functions of the major groups of prokaryotes, protists, plants, fungi, and animals.
Prerequisite: ABEC101 and ABEC102 (may be taken concurrently).
Offered: once a year.

ABEC 220 Animal Learning 3 Credits
Animal learning and memory research with emphasis on practical animal training. Lab required.
Prerequisites: ABEC 101 & ABEC 102. Corequisite: ABEC 220L.
Offered: every spring.

ABEC 220L Animal Learning Lab 1 Credit
Required animal learning lab that emphasizes practical animal training.
Prerequisites: ABEC 101 & ABEC 102. Corequisite: ABEC 220.
Offered: every spring.

ABEC 250 Zoo Animal Husbandry 1 Credit
Topics in animal husbandry in the zoo setting. Focus is on the specific needs of different taxonomic groups, environmental management, veterinary monitoring, nutrition, and programming.
Prerequisites: ABEC 101 & ABEC 102.
Offered: Spring of odd-numbered years.

ABEC 251 Zoo Animal Management 3 Credits
Modern practices in zoo mission implementation. Focus on managing many facets of zoos: individual animals, populations of animals, visitors, research, education, staff, and budgets. The course is highly project-based and involves considerable group work and participation.
Prerequisites: ABEC 101 & ABEC 102.
Offered: every spring.

ABEC 300 Research Participation (no credit) 0 Credits
Recognition for ABEC research assistants, does not carry credits.
Restriction: permission of instructor.
Offered: every semester.”

ABEC 301 Research Participation (credit) 1 Credit
Recognition for ABEC research assistants. Can be taken up to 3 times for major elective credit; more than three times credit is free-elective.
Restriction: permission of instructor.
Offered: every semester.

ABEC 303 Shelter Behavior 3 Credits
This course will expose students to a variety of animal sheltering models. Students will assess the impacts of each type of model on the behavior of shelter animals and prospective adopters. Students will also take an in-depth look at why so many animals are relinquished to shelters and at the programs shelters have established to help keep pets in their homes.
Prerequisites: ABEC 101 and ABEC 102.
Offered: every fall.

For the Eden College program offers four minors for students who wish to concentrate in specific areas:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 305</td>
<td>Assessing Animals</td>
<td>3</td>
<td>Assessing Animals will focus on applied behavioral analysis of non-human animals through various methodologies including functional assessments. Students will learn how to use such assessments to achieve behavioral goals through problem solving strategies for non-human animals. Occasional (1-2) weekend days may be required. Prerequisites: ABEC 101 &amp; ABEC 102. Offered: every fall.</td>
</tr>
<tr>
<td>ABEC 319</td>
<td>Anthrozoology</td>
<td>3</td>
<td>An engagement with the fundamental issues of the field of Anthrozoology by evaluating the history of human/ nonhuman interactions, the categories into which humans have sorted animals, and a variety of science-based and value-based approaches to humans' inevitable intersection with other living beings. Prerequisite: ABEC 101 &amp; ABEC 102. Restriction: juniors and seniors only. Fulfills College Core: Advanced Writing-Intensive Offered: every spring.</td>
</tr>
<tr>
<td>ABEC 322</td>
<td>Animal Welfare</td>
<td>3</td>
<td>This course will examine critical debates and controversies surrounding our care and use of animals. We will use a case study approach, and use scientific research to evaluate real world issues in animal welfare. The case studies will cover companion animals, wildlife, zoo animals, and animals used in agriculture and research. This course involves significant writing. Prerequisite: ABEC 101 &amp; ABEC 102. Offered: every spring.</td>
</tr>
<tr>
<td>ABEC 333</td>
<td>Conservation Behavior</td>
<td>3</td>
<td>How human activity has altered the planet and how those modifications affect the behavior of animals. Review of key principles through the lens of Behavioral Ecology in regards to species requirements for survival, major threats to species existence, and conservation solutions to reduce those threats. Identification of positive human behavior for conservation outcomes. Prerequisites: ABEC 101 &amp; ABEC 102. Offered: every fall.</td>
</tr>
<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
<td>3</td>
<td>Applying the theories and principles of conservation psychology to education in informal settings (zoos, aquariums, wildlife refuge). Assessing attitude and behavioral outcomes of conservation education programs. Prerequisites: ABEC 101 &amp; ABEC 102. Restriction: juniors and seniors only. Offered: most fall semesters.</td>
</tr>
<tr>
<td>ABEC 336</td>
<td>Children and Animals</td>
<td>3</td>
<td>This course considers how animals play distinct roles in child development, children’s cultures, and even in the social construction of ‘childhood.’ It draws upon psychology, ethology, ethics, cultural studies, education, and anthropology. Prerequisites: ABEC 101 &amp; ABEC 102. Restriction: juniors and seniors only. Offered: fall of even-numbered years.</td>
</tr>
<tr>
<td>ABEC 339</td>
<td>Animal Enrichment</td>
<td>3</td>
<td>This course emphasizes the role of enrichment in various contexts (laboratory, shelter, and zoo). Multiple opportunities to design and implement enrichment are provided. The course uses the S-P-I-D-E-R framework for enrichment design and effectiveness. Prerequisites: ABEC 101 &amp; ABEC 102. Offered: spring of even-numbered years.</td>
</tr>
<tr>
<td>ABEC 340</td>
<td>Research Methods in Animal Behavior</td>
<td>3</td>
<td>Observational and experimental research methods commonly used in studies of wild, captive, and domesticated animals. Evaluate peer-reviewed journal articles, research questions and hypotheses, collect behavioral data in observational and experimental contexts, and analyze and interpret data. Prerequisites: ABEC 101, ABEC 102, &amp; one of the following: MAT 131, MAT 141, or PSY 202. Fulfills College Core: Advanced Writing-Intensive Offered: every fall.</td>
</tr>
<tr>
<td>ABEC 341</td>
<td>Urban Ecology</td>
<td>3</td>
<td>Critical examination of the natural ecosystems in which cities are embedded, from soil and vegetation to biodiversity and landscape scale processes. Investigations into how cities are both centers of human production and consumption that shape global ecologies as well as areas of critical habitat for nonhuman animals, with an aim to understand and promote coexistence. Prerequisites: ABEC 101 &amp; ABEC 102. Offered: fall of even-numbered years.</td>
</tr>
<tr>
<td>ABEC 341L</td>
<td>Urban Ecology Lab</td>
<td>1</td>
<td>Using Buffalo as a natural laboratory, visit urban sites of varying characteristics to analyze the effects of different types of urban development and management on ecosystems. Speak to local managers, collect and analyze ecological data, observe urban impacts to wildlife and ecosystems, as well as the connection between social and ecological systems in Buffalo. Prerequisites: ABEC 101 &amp; ABEC 102. Corequisite: ABEC 341. Offered: fall of even-numbered years.</td>
</tr>
<tr>
<td>ABEC 342</td>
<td>Animal Geographies</td>
<td>3</td>
<td>Study of the entanglements of human-animal relations with space, place, location, environment and landscape. Prerequisites: ABEC 101 &amp; ABEC 102. Restriction: juniors and seniors only. Offered: spring of even-numbered years.</td>
</tr>
<tr>
<td>ABEC 343</td>
<td>Zoogeography</td>
<td>3</td>
<td>Zoogeography is the branch of biogeography that focuses on the historic and current distribution of animals across the earth. Evolutionary and ecological processes will be explored to understand geographical patterns. Prerequisite: ABEC101 and ABEC102. Offered: spring of even-numbered years.</td>
</tr>
<tr>
<td>ABEC 345</td>
<td>Herpetology</td>
<td>3</td>
<td>This course will explore the diversity, evolutionary relationships, ecology, behavior, and conservation of reptiles and amphibians. Prerequisite: BIO 111 &amp; BIO 112. Offered: occasionally.</td>
</tr>
<tr>
<td>ABEC 345L</td>
<td>Herpetology Lab</td>
<td>1</td>
<td>Optional laboratory for ABEC 345 (herpetology) covers field techniques, applied conservation methods, taxonomic diversity, and identification of local species. Seats in the laboratory section are first come, first serve. Prerequisite: BIO 111 &amp; BIO 112. Corequisite: ABEC345. Offered: occasionally.</td>
</tr>
<tr>
<td>ABEC 346</td>
<td>Integrative Behavior</td>
<td>3</td>
<td>Integrating numerous fields of Biology, this course will examine both proximate and ultimate causes of behavior, focusing on the neuroendocrine mechanisms that lead to the expression of behavior within given ecological contexts. Emphasis will be given to understanding historical and recent primary literature. Prerequisite: ABEC101 and ABEC102. Offered: spring of odd-numbered years.</td>
</tr>
</tbody>
</table>
ABEC 351 Zoo Exhibitry
Critical evaluation of zoo design principles. Involves travel to obtain first-hand study of distant zoological institutions. Additional fee required. Cost varies based on destination, but generally are between $200 and $350.
Prerequisite: ABEC 101 or ABEC 102.
Offered: annually.

ABEC 360 Observational Research Methods
Study of the principal procedures used in animal behavior research. Includes the conduct of independent research project, from formulation of hypothesis through to presentation of results. Statistical analysis of data is a key component of the class, and students are expected to have completed their statistics requirement.
Prerequisites: ABEC 101, ABEC 102, & one of the following: MAT 131, MAT 141, or PSY 201. Restriction: juniors and seniors only.
Fulfills College Core: Advanced Writing-Intensive
Offered: spring of odd-numbered years.

ABEC 363 Dog Evolution, Behavior and Cognition
Introduction to the latest theories regarding how dogs evolved and were domesticated; how dogs communicate with humans and with each other, exposure to ground-breaking research into dog behavior, learning, cooperation, and cognition.
Prerequisites: ABEC 101 & ABEC 102. Restriction: juniors and seniors only.
Offered: every spring.

ABEC 370 Animal Cognition
This course will critically examine the mental lives of animals. We will attempt to better understand what animals are thinking and how and why they make particular decisions. The emphasis of this course is on critically evaluating research claiming to demonstrate or refute the presence of cognitive abilities across species. Topics studied will include perception, tool use, communication, emotions, and many more.
Prerequisite: ABEC 101 & ABEC 102. Restriction: juniors and seniors only.
Offered: every spring.

ABEC 402 Desert Conservation
This field course will focus on the complex desert ecosystems of the United States and conservation efforts. A week of summer travel will include visits to National Parks and Wildlife Refuges, Nature Preserves, and remote field study sites. Additional fee required will cover all travel costs. Please contact the course instructor for current fees.
Prerequisite: ABEC101 and ABEC102.
Offered: occasionally.

ABEC 403 Tropical Ecology
Students will travel to tropical areas in Central or South America over Spring Break to learn tropical ecology first hand. The course will take students to both cloud forest and lowland rainforest ecosystems. Students will complete readings and mini-projects while in the field. Additional fee required and varies with location (generally about $2500) which covers all travel costs. Please contact the course instructor for current fees.
Prerequisites: ABEC 101 or ABEC 102.
Offered: most springs.

ABEC 404 Wildlife Ecology and Conservation in Africa
Field experience in Africa, emphasizing field methods for animal observation, community-based conservation, and wildlife behavior and management. This course involves early application (previous fall), AND travel during summer. Additional fee required. Please contact the course instructor for current fees.
Prerequisite: ABEC 101 & ABEC 102. Restriction: seniors only and permission of instructor.
Fulfills College Core: Core Capstone
Offered: every fall.

ABEC 405 Field Studies in Political Ecology & Wildlife Conservation
This field course provides an in-depth look at the complex sociocultural and political aspects of wildlife conservation and environmental sustainability by immersing students in research, workshops, readings, and discussions with local community groups and conservation experts in Costa Rica. We will travel to the capital of San Jose, where we will meet with professors working at University for Peace, to learn about some of the history around conservation, indigenous peoples, and sustainability in Costa Rica. We will also learn about current work being done at the national and local level in areas of environmental education and community advocacy. We will then travel to Santa Elena to spend five days engaged in wildlife tours, participating in education workshops, and hearing from guest speakers about re-wilding projects, river protection, sustainable farming, and new ecotourism programs. Finally, we will travel to the beautiful coastal town of Manuel Antonio to stay and volunteer with Kids Saving the Rainforest, a non-profit organization dedicated to wildlife rehabilitation, environmental education, and conservation of wildlife. We will work with the small research projects at Manuel Antonio National Park to learn about human-wildlife interactions there. Additional fee required. Please contact the course instructor for current fees.
Prerequisites: ABEC 101 & ABEC 102.
Offered: fall of odd-numbered years.

ABEC 491 Internship 1
Internship in animal-related setting. Joint supervision by faculty and agency personnel. Application of classroom lessons to real-world situations. Students should register for the section most closely related to the internship activities. Section A is Anthrozoology, Section B is Animal Behavior, Section C is Conservation, and Section Z is Zoo Biology.
Prerequisites: ABEC 101 and 102, junior or senior standing, minimum GPA of 2.0 in the major, a positive recommendation from a faculty member, & a completed & approved internship application.

ABEC 492 Internship 2
Internship in animal-related setting. Joint supervision by faculty and agency personnel. Application of classroom lessons to real-world situations. Students should register for the section most closely related to the internship activities. Section A is Anthrozoology, Section B is Animal Behavior, Section C is Conservation, and Section Z is Zoo Biology.
Prerequisites: junior or senior standing, minimum GPA of 2.0 in the major, a positive recommendation from a faculty member, & a completed & approved internship application.

ABEC 495 Independent Research
Independent project conducted under the supervision of a faculty member.
Prerequisites: ABEC 101 & ABEC 102. Restriction: permission of instructor.

Animal Behavior Minor
The Animal Behavior Minor is designed for students who want to concentrate on animal behavior as a topic of study. This minor is open to any student from any major, except ABEC.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABEC 101</td>
<td>Introductory Animal Behavior I</td>
<td>3</td>
</tr>
<tr>
<td>ABEC 102</td>
<td>Introductory Animal Behavior II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Additional Courses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select 12 credits from the following:</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>ABEC 217</td>
<td>Connecting ABEC to the Wider World</td>
<td></td>
</tr>
</tbody>
</table>
ABEC 220 & 220L Animal Learning and Animal Learning Lab
ABEC 303 Shelter Behavior
ABEC 305 Assessing Animals
ABEC 332 Animal Welfare
ABEC 333 Conservation Behavior
ABEC 339 Animal Enrichment
ABEC 340 Research Methods in Animal Behavior
ABEC 360 Observational Research Methods
ABEC 363 Dog Evolution, Behavior and Cognition
ABEC 370 Animal Cognition
ABEC 404 Wildlife Evolution and Conservation in Africa
ABEC 491 Internship 1 (Animal Behavior based)
ABEC 492 Internship 2 (Animal Behavior based)
ABEC 495 Independent Research (Animal Behavior Project) ¹
BIO 312 Primatology
BIO 317 Sex, Evolution and Behavior
BIO 366 Ornithology
or BIO 166 Biology of Birds

Total Credits 18

¹ May be taken with permission of the program director.

**Conservation Minor**

The Conservation Minor is designed for students who want to expand their experience in conservation biology, education, and ecology to prepare for conservation-related careers.

**Curriculum**

The Conservation Minor consists of 6 courses.

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>BIO 322</td>
<td>Conservation Biology</td>
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<tr>
<td>ABEC 333</td>
<td>Conservation Behavior</td>
<td></td>
</tr>
<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
<td></td>
</tr>
<tr>
<td>ABEC 404</td>
<td>Wildlife Ecology and Conservation in Africa</td>
<td></td>
</tr>
</tbody>
</table>

**Internship in Conservation**

- ABEC 491 Internship 1 (must take 491C)
- ABEC 492 Internship 2 (must take 492C)
- EVST 498 Internship

**Area 1: Skills** 3-4

- ABEC 217 Connecting ABEC to the Wider World
- SOC 315 Geographical Information Systems (GIS) for the Social Sciences
- BIO 320 Field Ecology
- ABEC 335 Conservation Education ¹
- ABEC 404 Wildlife Ecology and Conservation in Africa

**Area 2: Applications** 3-4

- ABEC 333 Conservation Behavior ¹
- ABEC 341 Urban Ecology
- BIO 322 Conservation Biology ¹
- BIO 375 Community Ecology
- BIO 378 Wetlands
- BIO 406 Population and Conservation Genetics

**Area 3: Conservation History** 3

- EVST 250 Narratives of Nature and Culture
- EVST 259 Environmental History of the United States
- PHI 244 Environmental Ethics
- RST 347 Ecotheology

**Area 4: Social Science** 3

- ABEC 342 Animal Geographies
- ABEC 405 Biocultural Diversity Conservation in Costa Rica
- EVST 235 Environmental Policy
- EVST 275 Global Environmental Problems
- SOC 234 Environment and Society

¹ Can be taken as a track if not taken as one of the required courses.

**Anthrozoology Minor**

The Anthrozoology Minor is designed for students who want to concentrate on mankind’s relationships with other animal species. This minor is open to any student from any major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ABEC 319</td>
<td>Anthrozoology</td>
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<td><strong>Required Course</strong></td>
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**Additional Courses**

Select 15 credits from the following: 15

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ABEC 217</td>
<td>Connecting ABEC to the Wider World</td>
<td></td>
</tr>
<tr>
<td>ABEC 303</td>
<td>Shelter Behavior</td>
<td></td>
</tr>
<tr>
<td>ABEC 332</td>
<td>Animal Welfare</td>
<td></td>
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<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
<td></td>
</tr>
<tr>
<td>ABEC 336</td>
<td>Children and Animals</td>
<td></td>
</tr>
<tr>
<td>ABEC 342</td>
<td>Animal Geographies</td>
<td></td>
</tr>
<tr>
<td>ABEC 363</td>
<td>Dog Evolution, Behavior and Cognition</td>
<td></td>
</tr>
<tr>
<td>ABEC 405</td>
<td>Biocultural Diversity Conservation in Costa Rica</td>
<td></td>
</tr>
<tr>
<td>ABEC 490</td>
<td>Canisius Ambassadors for Conservation</td>
<td></td>
</tr>
<tr>
<td>ABEC 491</td>
<td>Internship 1 (491A, Anthrozoology Related)</td>
<td></td>
</tr>
<tr>
<td>ABEC 492</td>
<td>Internship 2 (492A, Anthrozoology Related)</td>
<td></td>
</tr>
<tr>
<td>ABEC 495</td>
<td>Independent Research (Anthrozoology Project) ¹</td>
<td></td>
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<tr>
<td>CLS 219</td>
<td>Animals in the Ancient World</td>
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<tr>
<td>ENG 285</td>
<td>Animals in Film and Literature</td>
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<tr>
<td>FAH 272</td>
<td>Animals in Art</td>
<td></td>
</tr>
<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td></td>
</tr>
<tr>
<td>RST 229</td>
<td>Religious Perspectives on Animals</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18
Zoo Biology Minor

The Zoo Biology minor is designed for students who want training relevant to careers associated with captive exotic animals. This minor is open to any student from any major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 251</td>
<td>Zoo Animal Management</td>
<td>3</td>
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</table>

Additional Courses

Select 15 credits from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 217</td>
<td>Connecting ABEC to the Wider World</td>
<td></td>
</tr>
<tr>
<td>ABEC 220</td>
<td>Animal Learning Lab</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 220L</td>
<td>and Animal Learning Lab</td>
<td></td>
</tr>
<tr>
<td>ABEC 250</td>
<td>Zoo Animal Husbandry</td>
<td></td>
</tr>
<tr>
<td>ABEC 332</td>
<td>Animal Welfare</td>
<td></td>
</tr>
<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
<td></td>
</tr>
<tr>
<td>ABEC 339</td>
<td>Animal Enrichment</td>
<td></td>
</tr>
<tr>
<td>ABEC 351</td>
<td>Zoo Exhibit</td>
<td></td>
</tr>
<tr>
<td>ABEC 360</td>
<td>Observational Research Methods</td>
<td></td>
</tr>
<tr>
<td>ABEC 491</td>
<td>Internship I (Zoo/Aquarium based)</td>
<td></td>
</tr>
<tr>
<td>ABEC 492</td>
<td>Internship 2 (Zoo/Aquarium based)</td>
<td></td>
</tr>
<tr>
<td>ABEC 495</td>
<td>Independent Research (Zoo/Aquarium based)</td>
<td>3</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Animal Nutrition</td>
<td></td>
</tr>
<tr>
<td>FAH 273</td>
<td>Field Excursion: Connections between Museum and Zoo Exhibitry Practices</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

1 ABEC 495 may be used for the minor with permission of program director.

Biochemistry (BS)

Chair: Phillip M. Sheridan, PhD

Introduction

Biochemistry graduates enter a variety of professions, including careers in research and industry, the health professions, teaching, technical writing, business, sales, patent law and civil service. A major in biochemistry is an excellent preparation for entrance into medical, dental and pharmacy schools. It also prepares students to enter a range of graduate programs including biochemistry, biotechnology, bioinformatics, medicinal chemistry, bioengineering, business and law.

The Department of Chemistry and Biochemistry offers two tracks that lead to a BS degree in Biochemistry. They are the Biochemistry BS track certified by the American Chemical Society (BCH track certified by ACS) and Biochemistry BS track designed for students who intend to pursue employment in industry (BCH track). Both BCH tracks are appropriate for pre-health professional students.

Advisors in the Department will help you choose the track that best fits your interests and career plans. Students in both program tracks will gain hands-on experience with a wide variety of modern, sophisticated laboratory instrumentation; this helps provide the experience necessary to be competitive in today's job market and/or to gain entrance into highly ranked graduate programs.

Both Biochemistry tracks can be completed with a business minor. This option provides a very useful preparation for employment in sales, marketing, or other industrial professions, as well as preparing students for graduate studies in business or administration.

Please go to the Chemistry and Biochemistry website (https://www.canisius.edu/academics/programs/chemistry-and-biochemistry/) for a more detailed description of the program, faculty, facilities, and academic and co-curricular opportunities.

Qualifications

Students must attain the grade of C or greater in General Chemistry II (CHM 112) and C- or greater in Organic Chemistry II (CHM 228) in order to progress into the major. Several two semester courses (CHM 111 and CHM 112, CHM 227 and CHM 228, BCH 301 and BCH 302) have a requirement for a minimum grade of C- in the first course to continue with the second course.

Advisement

All students have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Students who are still deciding on a major should go the the Griff Center for Student Success for advisement including course selection prior to registration. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Major Experiences

Following their freshman year, and sometimes earlier, chemistry and biochemistry majors are encouraged to become involved in research or other professional projects. Stipends are often available so that work can be done on these projects during the summer and school year in the Department. Summer work in industrial laboratories and research institutions is also available. Our close relationship with local industries and institutions aids students in job placement before and after graduation. Students may also choose to undertake industrial internships for advanced elective course credit.

Special Programs Offered by the Department

Early Assurance Program with University at Buffalo Medical School or Syracuse Medical School

Qualified students may apply to the University at Buffalo Medical School or Syracuse University Medical School during their sophomore year. Those accepted will be admitted into the Medical School freshman class after their graduation from Canisius.

Early Assurance Program with University at Buffalo Dental School

Qualified students may apply to the University at Buffalo Dental School during their sophomore year. Those accepted will be admitted into the Dental School freshman class after their graduation from Canisius.

Pre-Medical and Pre-Dental

The Chemistry and Biochemistry BS degrees are excellent preparations for entering into medical and dental schools, and a third of the graduates from this Department enter into these programs. Students applying to medical
or dental schools must take the Medical College Admission Test (MCAT) or Dental Admission Test (DAT).

Pre-Pharmacy
For pre-pharmacy students we recommend the Chemistry Health Professions track, since students in this track can meet all pharmacy school entrance requirements. Students applying to most pharmacy schools must take the Pharmacy College Admission Test (PCAT).

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
Biochemistry Major with ACS-certification
Biochemistry BS track certified by the American Chemical Society is recommended for students planning to attend graduate school. This track is also appropriate for students who plan careers in the health professions.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111  &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112  &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227  &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228  &amp; 228L</td>
<td>Organic Chemistry II and Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 230  &amp; 230L</td>
<td>Analytical Chemistry and Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 244</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 301  &amp; 301L</td>
<td>Fundamental Physical Chemistry and Fundamental Physical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 302  &amp; 302L</td>
<td>Modern Physical Chemistry and Modern Physical Chemistry Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHM 334  &amp; 334L</td>
<td>Spectrometric Analysis and Spectrometric Analysis Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 430  &amp; 430L</td>
<td>Instrumental Analytical Chemistry and Instrumental Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 420</td>
<td>Materials Chemistry</td>
<td>3</td>
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<tr>
<td>CHM 381</td>
<td>Scientific Literature and Communication</td>
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</tr>
<tr>
<td>CHM 480</td>
<td>Communicating Concepts in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHM 481</td>
<td>Communicating Research Literature</td>
<td>1</td>
</tr>
<tr>
<td>BCH 301  &amp; 301L</td>
<td>Introduction to Biochemistry and Introduction to Biochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BCH 302</td>
<td>Cellular Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BCH 403  &amp; 403L</td>
<td>Molecular Biology and Molecular Biology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111  &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112  &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
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<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
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<tr>
<td>PHY 201  &amp; 201L</td>
<td>University Physics I and University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202  &amp; 202L</td>
<td>University Physics II and University Physics II Laboratory</td>
<td>4</td>
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</table>

Total Credits 76

Biochemistry Track
Biochemistry BS track designed for students who intend to pursue employment in industry. This track is also appropriate for students who plan careers in the health professions.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CHM 111  &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112  &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 244</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 227  &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>
Biochemistry (BS)  
CHM 228 Organic Chemistry II and Organic Chemistry II Laboratory 4
CHM 301 Fundamental Physical Chemistry 3
Select one of the following:
   CHM 334 Spectrometric Analysis & 334L Spectrometric Analysis Lab 4
   CHM 430 Instrumental Analytical Chemistry & 430L Instrumental Analytical Chemistry Laboratory 3
CHM 381 Scientific Literature and Communication 1
CHM 480 Communicating Concepts in Chemistry 1
CHM 481 Communicating Research Literature 1
Choose one Chemistry (CHM), Biochemistry (BCH), or Biology (BIO) Elective (300- or 400-level course) 3
Choose one Biochemistry (BCH) Elective 1 3
   BCH 301 Introduction to Biochemistry & 301L Introduction to Biochemistry Laboratory 4
   BCH 302 Cellular Biochemistry 3
   BCH 403 Molecular Biology & 403L Molecular Biology Laboratory 4
   BIO 111 Introductory Biology I & 111L Introductory Biology Laboratory I 4
   BIO 112 Introductory Biology II & 112L Introductory Biology Laboratory II 4
   MAT 111 Calculus I 4
   MAT 112 Calculus II or MAT 141 Inferential Statistics and Computers for Science 4
   PHY 201 University Physics I & 201L University Physics I Laboratory 4
   PHY 202 University Physics II & 202L University Physics II Laboratory 4
Total Credits 70

1 Choose from any 300- or 400-level BCH course not used to fulfill specific major requirements or CHM 334 (if not used to fulfill spectroscopy requirement); CHM 450, CHM 455, BIO 408, BIO 414, BIO 419, BIO 430, BIO 440, or BIO 444.
2 Students minoring in business may take ECO 255 in lieu of MAT 112 or MAT 141.

Roadmap
Recommended Semester Schedule for Major Course Requirements

BCH ACS Certified Track
Freshman
   Fall
   CHM 111 & 111L
   BIO 111 & 111L
   MAT 111
   Sophomore
   Fall
   CHM 227 & 227L

Spring
   CHM 112 & 112L
   BIO 112 & 112L
   MAT 112
   Junior
   Fall
   CHM 301 & 301L
   CHM 381
   CHM 420
   Spring
   BCH 301 & 301L
   CHM 430 & 430L
   CHM 481
   BCH 403 & 403L

BCH ACS Certified Track with Business Minor
Freshman
   Fall
   CHM 111 & 111L
   BIO 111 & 111L
   MAT 111
   Sophomore
   Fall
   CHM 227 & 227L
   CHM 444
   ECO 101
   Spring
   CHM 228 & 228L
   ECO 102
   PHY 201 & 201L
   MAT 141 or ECO 255
   Spring
   CHM 228 & 228L
   ECO 102
   PHY 202 & 202L
   MAT 141 or ECO 255
   Senior
   Fall
   CHM 301 & 301L
   CHM 334 & 334L
   CHM 481
   Spring
   CHM 302 & 302L
   CHM 403 & 403L
### BCH Track

**Freshman**
- **Fall**
  - CHM 111 & 111L
  - BIO 111 & 111L
  - MAT 111
- **Spring**
  - CHM 112 & 112L
  - BIO 112 & 112L
  - MAT 141 or 112

**Sophomore**
- **Fall**
  - CHM 227 & 227L
  - PHY 201 & 201L
- **Spring**
  - CHM 228 & 228L
  - PHY 202 & 202L

**Junior**
- **Fall**
  - BCH 301
  - CHM 244
- **Spring**
  - BCH 302
  - CHM 480 & 480L

**Senior**
- **Fall**
  - CHM 301
  - CHM 381 & 381L
  - CHM 481 & 481L
  - BCH elective
- **Spring**
  - CHM 430 & 430L
  - BCH 403 & 403L

1 Either CHM 334/CHM 334L or CHM 430/CHM 430L is required.

### BCH Track with Business Minor

**Freshman**
- **Fall**
  - CHM 111 & 111L
  - BIO 111 & 111L
  - MAT 111
- **Spring**
  - CHM 112 & 112L
  - BIO 112 & 112L
  - MAT 141 or ECO 255

**Sophomore**
- **Fall**
  - CHM 227 & 227L
  - PHY 201 & 201L
  - ECO 101
- **Spring**
  - CHM 228 & 228L
  - PHY 202 & 202L
  - ECO 102

**Junior**
- **Fall**
  - BCH 301
  - CHM 244
- **Spring**
  - BCH 302
  - CHM 480

1 Either CHM 334/CHM 334L or CHM 430/CHM 430L is required.

### Learning Goals & Objectives

**Student Learning Goal 1:**

**Knowledge:** Demonstrate an understanding of fundamental chemical concepts.

**Students will:**
- Objective A: Demonstrate broad knowledge of chemical concepts.
- Objective B: Analyze and predict the effects of chemical changes.

**Student Learning Goal 2:**

**Professional Skills:** Work effectively in a professional or laboratory setting.

**Students will:**
- Objective A: Carry out experiments (follow directions, manipulate materials and lab apparatus, record data).
- Objective B: Use modern instrumentation (prepare samples, operate systems, troubleshoot common problems, organize and label data).
- Objective C: Demonstrate knowledge of chemical, instrumental and workplace safety.

**Student Learning Goal 3:**

**Communication:** Be proficient in the communication of chemical information.

**Students will:**
- Objective A: Construct and deliver an effective oral presentation.
- Objective B: Write an effective, properly formatted scientific report.
- Objective C: Identify, access and use chemical and biochemical literature sources.

### Courses

**BCH 301 Introduction to Biochemistry**
- 3 Credits
  - Structure and function of biological molecules. Topics include proteins, carbohydrates, nucleic acids, lipids, enzyme kinetics, ligand binding, recombinant DNA technology and cell membrane structure and transport. Three lectures and one recitation per week.
  - **Prerequisite:** minimum grade of C- in CHM 228.
  - **Offered:** every fall.

**BCH 301L Introduction to Biochemistry Laboratory**
- 1 Credit
  - One four-hour lab per week.
  - **Prerequisite:** BCH 301 (or concurrent registration).
  - **Offered:** every fall.
BCH 302 Cellular Biochemistry 3 Credits
The more biological aspects of biochemistry. Topics include signal transduction, bioenergetics, metabolism of carbohydrates, lipids, proteins and metabolic control, emphasizing hormones. Three lectures and one recitation per week.
Prerequisite: minimum grade of C- in BCH 301.
Offered: every spring.

BCH 403 Molecular Biology 3 Credits
Biochemical processes at the cellular and molecular level. Topics include DNA structure in chromosomes, replication, repair, and recombination, DNA transcription, RNA structure and function, protein translation and regulation of these processes.
Prerequisite: minimum grade of C- in BCH 301.
Offered: every spring.

BCH 403L Molecular Biology Laboratory 1 Credit
One four-hour lab per week.
Prerequisite: BCH 301L & BCH 403 (or concurrent registration in BCH 403).
Fulfills College Core: Advanced Writing-Intensive
Offered: every spring.

BCH 450 Research in Biochemistry 3 Credits
Independent research under the direction of the biochemistry faculty. Students are required to spend 9 hours per week conducting research. BCH 450 may be taken in place of a biochemistry elective without lab. Research and consultation times to be arranged after approval of department chair.
Prerequisite: permission of department chair.
Offered: fall & spring.

BCH 451 Research in Biochemistry 4 Credits
Independent research under the direction of the biochemistry faculty. Students are required to spend 12 hours per week conducting research. BCH 451 may be taken in place of a biochemistry elective with lab. Research and consultation times to be arranged after approval of department chair.
Prerequisite: permission of department chair.
Offered: fall & spring.

BCH 499 Independent Study 3 Credits
Independent study under the direction of the biochemistry professor. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.
Offered: fall & spring.

Biology (BS)

Introduction
The Biology major offers broad training in the biological sciences and balances organismal with cellular/molecular biology. This background serves as a solid preparation for
1. future graduate level education in the biological sciences
2. future professional education in clinical and health-related sciences
3. employment at the bachelor’s level

The biology program of study combines lectures and a hands-on learning experience in both its core and elective courses. The elective courses offered within the major cover a variety of biological fields, which allow students to sample many areas of biology or to investigate more thoroughly specific areas of special interest. In addition, the opportunity to perform independent research with a faculty member in the Biology Department helps develop additional skills not normally offered in undergraduate courses and provides additional opportunities to apply the knowledge acquired in coursework. Please see the website (https://www.canisius.edu/academics/programs/biology/) for a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities. Canisius has developed programs for students interested in Early Assurance Acceptance into the SUNY Upstate (College of Medicine) and Lake Erie College of Osteopathic Medicine (College of Medicine, School of Dental Medicine and School of Pharmacy); Joint Degree Programs with the University at Buffalo (School of Dental Medicine and School of Pharmacy), Lake Erie College of Osteopathic Medicine (College of Medicine, School of Dental Medicine and School of Pharmacy), and SUNY College of Optometry. Canisius also has a Memorandum of Understanding with the Ontario Veterinary College, University of Guelph. In addition, a series of specialized courses have been developed for the non-science major that relate biological concepts and scientific methodologies to societal issues facing humankind as a result of technological advances. For more information please view the department’s Biology website (https://www.canisius.edu/academics/programs/biology/).

Qualifications
Students must maintain a 2.0 overall average to graduate with a degree in Biology. Students must attain a C- or greater in each of the introductory courses (BIO 111, BIO 112, and BIO 211) in order to progress into the next course in the Biology sequence. Students must have a C- or better in BIO 212 and successfully complete BIO 211L and BIO 212L to take any 400-level Biology courses.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences. In addition to academic advisement for the major, advisement relevant to career options in the biological sciences, including pre-clinical and research interests, is also provided.

Major Experiences
All faculty in the Biology Department are research-active and maintain their own research program at Canisius. Students interested in pursuing research opportunities with Biology faculty are encouraged to speak with individual faculty members about their work and research opportunities in their respective laboratories.

Biology with Distinction
This degree option for the biology program is intended for biology majors who have a true interest in research and may have career interests in
biological or biomedical research. Upon graduation they will receive certification of completing their major with distinction. Program requirements include writing of a formal research proposal to be submitted to their thesis committee, completion of the research project (600 research hours minimum), writing the final thesis paper, and presentation of a departmental seminar with verbal thesis defense in front of their committee. Interested students must apply to this program by January of their junior year. See the department chair for complete details including appropriate paperwork.

**Double Majors**

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

**Minors in Other Disciplines**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

**Additional Course Considerations**

It is particularly important that the biology major maintain the indicated required science course sequence to ensure prerequisite requirements are met for upper-level courses and to ensure that all basic requirements have been completed prior to taking standardized graduate/professional school entrance examinations (e.g. GRE, MCAT, DAT). These exams are normally taken late in spring semester of the junior year. Biology majors normally take BIO 111/BIO 112 and CHM 111/CHM 112 in the freshman year, and BIO 211/BIO 212 and CHM 227/CHM 228 in the sophomore year so that they stay on schedule for completing the major requirements. In selecting courses for the major, students should consult carefully with their advisors each semester about the best selection of courses for the coming semesters. In addition, students will want to consult the on-line advisement guide, which is published each semester and contains valuable information about course offerings for the coming semester’s offerings.

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

The Biology curriculum fulfills all requirements and prepares students well for graduate programs in the biological sciences, and for schools of allopathic (MD) and osteopathic (DO) medicine, dentistry, veterinary medicine, and several allied health programs including, but not limited to, chiropractic, optometry, physician’s assistant, and podiatry.

**Biology Major Course Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>Biochemistry and Cell Biology I and Biochemistry and Cell Biology Lab I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212 &amp; 212L</td>
<td>Biochemistry and Cell Biology II and Biochemistry and Cell Biology Lab II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 351</td>
<td>Biology Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>BIO 353</td>
<td>Biology Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>Biology Electives (6 courses as described below)</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228 &amp; 228L</td>
<td>Organic Chemistry II and Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>College Physics I and College Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202 &amp; 202L</td>
<td>College Physics II and College Physics II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following mathematics electives options: 8

**Option 1:**

- MAT 111: Calculus I
- MAT 141: Inferential Statistics and Computers for Science
- or PSY 201: Basic Statistics for Behavioral Sciences

**Option 2:**

- MAT 111 & MAT 112: Calculus I and Calculus II

**Option 3:**

- One year of statistics for sciences

**Total Credits:** 72
Note: The combination of MAT 109 and MAT 110 can be taken in place of MAT 111; likewise, the combination of CHM 109 and CHM 110 can be taken in place of CHM 111.

Major Electives
Six 300- or 400-level lecture courses, four with associated laboratories.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Select one course with its associated laboratory from each of the Areas listed below</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The remaining three biology elective lectures may come from within these areas, or from any other 300- or 400-level elective courses in biology, and at least one must include a laboratory. A student enrolled in three semesters of BIO 301 Research Methods would fulfill this fourth laboratory requirement</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>22</td>
</tr>
</tbody>
</table>

Area 1: Ecology and Evolution

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 305 &amp; 305L</td>
<td>Medical Microbiology and its Ecological Basis and Medical Microbiology and its Ecological Basis Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320 &amp; 320L</td>
<td>Field Ecology and Field Ecology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 357 &amp; 357L</td>
<td>Evolution and Evolution Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 375 &amp; 375L</td>
<td>Community Ecology and Community Ecology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 377 &amp; 377L</td>
<td>Freshwater Biology and Freshwater Biology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 378 &amp; 378L</td>
<td>Wetlands and Wetlands Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 406 &amp; 406L</td>
<td>Population and Conservation Genetics and Population and Conservation Genetics Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Area 2: Organismal Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 307 &amp; 307L</td>
<td>Microbiology and Microbiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 314 &amp; 314L</td>
<td>Comparative Anatomy of Vertebrates and Comparative Anatomy lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 316 &amp; 316L</td>
<td>Social Organization of Mammals and Social Organization of Mammals Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 324 &amp; 324L</td>
<td>Human Anatomy and Human Anatomy Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 335 &amp; 335L</td>
<td>Plant Biology and Plant Biology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340 &amp; 340L</td>
<td>Physiology and Physiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 343 &amp; 343L</td>
<td>Entomology and Entomology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 366 &amp; 366L</td>
<td>Ornithology and Ornithology Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Area 3: Molecular and Cellular Biology

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 404 &amp; 404L</td>
<td>Genetics and Genetics Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 408 &amp; 408L</td>
<td>Biotechnology, Theory in Practice and Biotechnology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 414 &amp; 414L</td>
<td>Enzymes and Proteins and Enzymes and Proteins Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 418 &amp; 418L</td>
<td>Endocrinology and Endocrinology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 419 &amp; 419L</td>
<td>Cell Biology and Cell Biology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 425 &amp; 425L</td>
<td>Cellular Neurobiology and Cellular Neurobiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 426 &amp; 426L</td>
<td>Immunochemistry and Immunochemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 432 &amp; 432L</td>
<td>Developmental Biology and Developmental Biology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 435 &amp; 435L</td>
<td>Developmental Neurobiology and Develop Neurobiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 450 &amp; 450L</td>
<td>Molecular Biology and Molecular Biology Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

Roadmap

Recommended Semester Schedule for Major Course Requirements

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>BIO 112</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>&amp; 112L</td>
</tr>
<tr>
<td>CHM 111</td>
<td>CHM 112</td>
</tr>
<tr>
<td>&amp; 111L¹</td>
<td>&amp; 112L¹</td>
</tr>
<tr>
<td>MAT (Calculus or Statistics)</td>
<td>MAT (Calculus or Statistics)</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>BIO 211</td>
<td>BIO 212</td>
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<tr>
<td>&amp; 211L</td>
<td>&amp; 212L</td>
</tr>
<tr>
<td>CHM 227</td>
<td>CHM 228</td>
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<tr>
<td>&amp; 227L</td>
<td>&amp; 228L</td>
</tr>
<tr>
<td>BIO 351</td>
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</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>PHY 201</td>
<td>PHY 202</td>
</tr>
<tr>
<td>&amp; 201L</td>
<td>&amp; 202L</td>
</tr>
<tr>
<td>BIO Elective with lab</td>
<td>BIO Elective with lab</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective with lab</td>
<td>BIO Elective with lab</td>
</tr>
<tr>
<td>BIO Elective</td>
<td>BIO Elective</td>
</tr>
<tr>
<td>BIO 353</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Student Learning Goal 1
Students will develop competency with respect to knowledge, having a working understanding of basic concepts in the biological sciences.

Students will:
- Objective A: Demonstrate detailed knowledge within at least two areas of biology to be selected among the following: from ecology/evolutionary biology; molecular biology/cellular biology/biochemistry; physiology/organism biology;
- Objective B: Connect previously learned material with current research in biology.

Student Learning Goal 2
Students will develop problem solving skills applicable to the biological sciences.

Students will:
- Objective A: Accurately interpret data;
- Objective B: Design an experiment to address a specific hypothesis;
- Objective C: Critically analyze an article from the original scientific literature or a professional report.

Student Learning Goal 3
Students will demonstrate mastery with respect to technical skills in the biological sciences.

Students will:
- Objective A: Effectively communicate scientific material in a written format;
- Objective B: Effectively communicate scientific material orally;
- Objective C: Draw graphs or design tables to accurately represent scientific information;
- Objective D: Describe or Explain instrumentation and technology appropriate to their course of study.

Minors

The Biology Department offers six minors: General Biology, Cell and Molecular Biology, Environmental Biology, Neuroscience, Animal Behavior, and Zoo Biology. Students interested in the Cell and Molecular Biology, Environmental Biology, Neuroscience, or Biology minors should consult with the coordinator of that minor and their departmental advisor to plan the proper course selections. Students interested in the Animal Behavior and Zoo Biology minors should consult with Dr. Sue Margulis, Chair of the Animal Behavior, Ecology and Conservation (ABEC) department. A description of the Animal Behavior and Zoo Biology minors can be located within the ABEC pages (p. 94) of the college catalog. A description of the other minors are listed in the following text.

- General Biology Minor (for Non-Biology Majors) (p. 114)
- Cell and Molecular Biology Minor (p. 114)
- Environmental Biology Minor (p. 114)

Courses

BIO 109 Nutrition
How food intake influences us as individuals and as components of society, what food is, how we get and use food, processes regulating its use. Fulfills College Core: Field 6 (Natural Sciences)

BIO 111 Introductory Biology I
Introductory course for freshmen biology and other science majors. Course provides foundation of evolution, natural selection and heredity, and ecological principles as mechanisms of selection and evolution. Topics include the basis of evolutionary theory, concept of natural selection, evolution of living cells, basic inheritance, biological diversity, intra- and inter-specific interactions between organisms, and interactions between organisms and their environment. Three hours of lecture and a one and a half hour recitation per week. Fulfills College Core: Field 6 (Natural Sciences)

BIO 111L Introductory Biology Laboratory I
Laboratories in selection, heredity, diversity, population biology and ecology. Also includes introduction to scientific method and scientific writing. Three hours of lab per week. Corequisite: BIO 111. Offered: every fall.

BIO 112 Introductory Biology II
Introductory course for freshmen biology and other science majors. Course focuses on homeostasis in multicellular organisms through exploring structure and function relationships in plants and animals. Topics include cell interactions in tissues and organs, anatomy and physiology of plants and animals, and the role of natural selection in shaping the anatomy and physiology of plants and animals. Three hours of lecture and a one and a half hour recitation per week. Prerequisite: minimum grade of C- in BIO 111. Offered: every spring.

BIO 112L Introductory Biology Laboratory II
Laboratories that provide an examination of the structure and function of living organisms (plants and animals). Three hours of lab per week. Corequisite: BIO 112. Offered: every spring.

BIO 114 Human Biology: Introduction to Human Anatomy and Physiology
Introductory course for those students requiring an understanding of the structure and function of the human body. Course examines the relationships among physiology, anatomy, metabolism, genetics, evolution, the physical environment, and exercise, and how they relate to diet, human health and disease. Three hours of lecture and one-three hour lab per week. Fulfills College Core: Field 6 (Natural Sciences)

BIO 114L Human Biology: Introduction to Human Anatomy and Physiology Laboratory
One three-hour lab per week. Corequisite: BIO 114. Offered: fall & spring.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites / Corequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 115</td>
<td>Musculoskeletal Anatomy and Physiology</td>
<td>3</td>
<td>Offered: every spring.</td>
</tr>
<tr>
<td>BIO 115L</td>
<td>Musculoskeletal Anatomy and Physiology Laboratory</td>
<td>1</td>
<td>Corequisite: BIO 115.</td>
</tr>
<tr>
<td>BIO 116</td>
<td>Disease: Myth and Reality</td>
<td>3</td>
<td>Offered: occasionally.</td>
</tr>
<tr>
<td>BIO 120</td>
<td>Biology in the News</td>
<td>3</td>
<td>Offered: fall.</td>
</tr>
<tr>
<td>BIO 122</td>
<td>Genes and People</td>
<td>3</td>
<td>Offered: occasionally.</td>
</tr>
<tr>
<td>BIO 132</td>
<td>Genes and People</td>
<td>3</td>
<td>Offered: occasionally.</td>
</tr>
<tr>
<td>BIO 150</td>
<td>Animal Nutrition</td>
<td>3</td>
<td>Offered: occasionally.</td>
</tr>
<tr>
<td>BIO 166</td>
<td>Biology of Birds</td>
<td>3</td>
<td>Offered: occasionally.</td>
</tr>
<tr>
<td>BIO 199</td>
<td>Science Scholars Transfer Student Seminar</td>
<td>1</td>
<td>Offered: every fall.</td>
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<tr>
<td>BIO 211</td>
<td>Biochemistry and Cell Biology I</td>
<td>3</td>
<td>Offered: every fall.</td>
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<tr>
<td>BIO 211L</td>
<td>Biochemistry and Cell Biology Lab I</td>
<td>1</td>
<td>Offered: every fall.</td>
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<tr>
<td>BIO 212</td>
<td>Biochemistry and Cell Biology II</td>
<td>3</td>
<td>Offered: spring.</td>
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<tr>
<td>BIO 221</td>
<td>Biology of Women</td>
<td>3</td>
<td>Offered: occasionally.</td>
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<tr>
<td>BIO 298</td>
<td>Pre-clinical Experience for Undergraduates</td>
<td>1</td>
<td>Offered: fall &amp; spring.</td>
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<tr>
<td>BIO 300</td>
<td>Research Methods (non-credit)</td>
<td>0</td>
<td>Offered: fall, spring, &amp; summer.</td>
</tr>
<tr>
<td>BIO 301</td>
<td>Research Methods (credit)</td>
<td>1</td>
<td>Offered: fall, spring, &amp; summer.</td>
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**Course Descriptions**

- **BIO 115 Musculoskeletal Anatomy and Physiology**: Examination of the anatomy, physiology and biomechanical characteristics of the musculoskeletal components, and associated neural and vascular structures, of the human body. Three hours of lecture and one three-hour lab per week.
- **BIO 115L Musculoskeletal Anatomy and Physiology Laboratory**: One three-hour lab per week.
- **BIO 116 Disease: Myth and Reality**: Exploration of causation, treatment and prevention of illness. Objective: to increase awareness and understanding of health and disease.
- **BIO 120 Biology in the News**: The biological concepts underlying science articles appearing in the current news media, examining these concepts in the context of relevant economic, social and cultural issues. Topics will vary.
- **BIO 122 Genes and People**: How human characteristics are transmitted and affect future generations. Ethical and legal ramifications of genetic advances.
- **BIO 150 Animal Nutrition**: Nutrition and dietary science focused on the maintenance of wildlife in captivity. Practical examples at our local zoo and aquariums are included.
- **BIO 166 Biology of Birds**: An introduction to the diversity, behavior, anatomy, and physiology of birds. Students will learn how to identify common local birds. Topics include flight, songs and calls, finding mates, nesting behaviors, and migration. Three hours of lecture per week.
- **BIO 199 Science Scholars Transfer Student Seminar**: Seminar course for first year BIO/ENV/ABEC transfer students to aid in integration into respective major. During the semester, we will review skill necessary for success in the major(s), discuss topics identified as missing/ lacking from transferred introductory biology courses, and how to get involved in departmental activities (i.e. research, clubs, etc.). Course meets once a week (75 minutes) and will be scheduled around availability of participants, as possible. All Science Scholar Transfer students are required to take this course during the first year of their scholarship. **Restrictions:** Canisius Science Scholar transfer scholarship recipient or permission of instructor. **Offered:** every fall.
- **BIO 211 Biochemistry and Cell Biology I**: Fundamentals of biochemistry (biological chemistry) and cell biology for students majoring in the biological sciences. Structure and biological activities of proteins and lipids. Integrates the cellular and biochemical relationships between systems within the cell, with an emphasis on membrane transport, signal transduction, and cell motility. Three hours of lecture and one a one and a half hour recitation per week. **Prerequisite:** Minimum grade of C- in BIO 112 & CHM 112 or co-enrollment in CHM 112 with permission of Chair. **Offered:** every fall.
BIO 302 Science Scholars Seminar I: Research, Presentations, & Publishing  1 Credit
Seminar course for students actively pursuing undergraduate research, or students planning on pursuing graduate research in the future. During the semester, we will discuss how to get involved in research lab, how to pursue independent research projects, how to seek research funding, how to present research (posters & oral presentations), and finally how to publish research results. Course meets once a week (75 minutes) and will be scheduled around availability of participants, as possible. All Science Scholars are required to take this course once during the three years of their scholarship.
Restrictions: Canisius College Science Scholar scholarship recipient or permission of instructor.
Offered: every spring.

BIO 303 Science Scholars Seminar II: Career Preparation, Applications, & Interviews  1 Credit
Seminar course for students actively pursuing, or planning on pursuing graduate school or post-graduate employment in biology-related fields. During the semester, we will discuss how to identify potential graduate schools/employers, how to prepare application materials, and how to prepare for in-person interviews. Course meets once a week (75 minutes) and will be scheduled around availability of participants, as possible. All Science Scholars are required to take this course once during the three years of their scholarship.
Restrictions: Canisius Science Scholar scholarship recipient or permission of instructor.
Offered: every fall.

BIO 305 Medical Microbiology and its Ecological Basis  3 Credits
Microbiology course that merges discussion of microbial interactions in the human environment (both beneficial and disease-causing) with discussion of microbial interactions in other natural environments. Topics include microbial & ecosystem diversity, the human microbiome compared to other microbial communities, human host-pathogen interaction compared to microbial competition in soil and water, and disease treatment compared to environmental bioremediation.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 305L Medical Microbiology and its Ecological Basis Lab  1 Credit
Current and historical techniques for the isolation and measurement of microorganisms in the environment and for differentiation between medically important bacteria. Topics include microscopy, preparation of culture media and aseptic technique, staining of microorganisms, isolation and culture of specialized groups of bacteria from human, soil or aquatic environments, and determination of antibiotic resistance. Three hours of lab per week.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 305.

BIO 307 Microbiology  3 Credits
Cell structure, genetics, biochemistry and physiology of microorganisms, with emphasis on bacteria. Medical microbiology, epidemiology, and some immunology also are discussed.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 307L Microbiology Laboratory  1 Credit
Microbiology laboratory is concerned primarily with the cell structure, growth, physiology and identification of bacteria. Three hours of lab per week.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 307.

BIO 310 Histology and Histophysiology  4 Credits
A systematic study of structure and function of cells and tissues as viewed by light microscopy. Lab employs tissue slides and digital images. Lab required. Three hours of lecture and one three-hour lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 312 Primatology  3 Credits
Primatology is the scientific study of primates. Topics include primate evolution, behavior, ecology, and conservation. Emphasis will be placed on reading and critiquing primary literature.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.
Fulfills College Core: Advanced Writing-Intensive
Offered: every fall.

BIO 313 Embryology  4 Credits
Emphasis will be on early developmental stages as seen in the invertebrate sea urchin and in the chordate animals, including human embryology. Establishment of the basic vertebrate body plan will be shown by classic models such as the frog, chick and pig. Specific embryological and anatomical knowledge will be gained through macro- and microscopic investigations and dissections. Lab required. Three hours of lecture and three hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 314 Comparative Anatomy of Vertebrates  4 Credits
Evolution of chordates, with emphasis on comparative anatomic, functional, and developmental aspects of vertebrate organ systems. The laboratory portion will include dissection of vertebrate specimens including shark, amphibian, cat, and selected mammal organs. Lab required. Three hours of lecture and three hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 317 Sex, Evolution and Behavior  3 Credits
Reproductive behavior of diverse animal species, including humans, from an evolutionary perspective. Focus on how evolutionary accounts explain male-female differences in life style and behavior.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.
Offered: spring 2017 and fall 2017.

BIO 320 Field Ecology  4 Credits
Introduction to the flora, fauna and physical characteristics of regional terrestrial and aquatic ecosystems. Emphasis on field methods and implementation of scientific method from data collection, analysis, and data presentation. Introduction to Geographic Information System (GIS) and its applications in ecology. Lab required. Three hours of lecture and six hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 322 Conservation Biology  3 Credits
Study of the plight of endangered species, the biological consequences of fragmented populations, and the scientific basis of habitat/species restoration.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.
Offered: fall of even-numbered years.

BIO 324 Human Anatomy  3 Credits
A structure/function approach based on what was learned in BIO12, this course will allow the student to increase their conceptual understanding of human anatomy. Lab required. Three hours of lecture and three hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 324L Human Anatomy Lab  1 Credit
Required lab for BIO 324.
Corequisite: BIO 324.
BIO 335 Plant Biology 3 Credits
Critical examination of the structure, physiology and biochemistry of vascular plants. The interaction of plants with light, water and predators is included. The plants' ability to grow in the face of global climate change is discussed.
Prerequisites: minimum grade of C- in BIO 111 & BIO 112.

BIO 335L Plant Biology Lab 1 Credit
Investigative survey of plant structure and function. Three hours of lab per week.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 335.

BIO 340 Physiology 3 Credits
Examination of the biochemical, molecular and cellular regulatory mechanisms involved in maintaining stable internal environments required for normal cell, tissue and organ function. Course focuses on cell and organ function, integrated physiological control systems for various organ systems (including cardiovascular, respiratory, GI, renal, reproductive, and immune), and the maintenance of homeostasis. Three hours of lecture per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 340L Physiology Laboratory 1 Credit
Experimental study of physiological systems, using biochemical, cellular and hematological techniques and electronic instrumentation. Three hours of lab per week.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 340.

BIO 343 Entomology 4 Credits
Introduction to the diversity and natural history of insects. The structure, function, evolution and ecology of this group are emphasized. Laboratory focuses on anatomy, diversity and classification. Lab required. Three hours of lecture and three hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 345 Functional Neuroanatomy 3 Credits
Examination of human neuroanatomy, with emphasis on the relationship between neuronal circuits and nervous system function/dysfunction. Three hours of lecture per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 345L Functional Neuroanatomy Lab 1 Credit
Provides opportunities for fourth-year Biology major students to present seminars on research of the primary biological literature. Attendance at departmental seminars required. Meets for 1.5 hours per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 351 Biology Seminar I 1 Credit
Designed to provide sophomore biology major students with the opportunity to learn various methods of preparing scientific/experimental information for oral presentation. Attendance at departmental seminars required. Meets for 1.5 hours per week.
Offered: every spring.

BIO 353 Biology Seminar II 1 Credit
Provides opportunities for fourth-year Biology major students to present seminars on research of the primary biological literature. Attendance at departmental seminars required. Meets for 1.5 hours per week.
Prerequisite: BIO 351.

BIO 357 Evolution 3 Credits
An in-depth examination of the unifying principles of evolutionary biology. Pre-Darwin ideas about evolution, Darwinian evolution, the Modern Synthesis, and contemporary evolutionary biology. Specific concepts include, but are not limited to, population genetics, speciation, origin of life, phylogenetic analysis, with special emphasis on the evolution of sexual reproduction, virulence evolution, and human evolution. Three hours of lecture per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 357L Evolution Laboratory 1 Credit
Examination of fundamental evolutionary processes through a combination of laboratory experiments, simulations, and analysis of experimental data sets. Three hours of lab per week.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 357.
Offered: occasionally.

BIO 360 Environmental Health 3 Credits
Environmental effects on human health, including biological, physical and chemical hazards in water soil, and air. Course focuses on public health and epidemiological study approaches. Emerging issues also discussed.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.
Offered: Spring 2021.

BIO 364 Zoology: Diversity of Animal Life 3 Credits
This course will explore differences in form, function, systematics and evolutionary relationships of the major groups of animal life on the planet. The course will focus on the evolution of major patterns in body plans and physiological adaptations of the major phyla within the animal kingdom.
Prerequisite: BIO 112.
Offered: fall.

BIO 364L Zoology: Diversity of Animal Life Laboratory 1 Credit
This laboratory course will explore anatomical and physiological differences within and among taxonomic groups in the animal kingdom.
Corequisite: BIO 364.
Offered: fall.

BIO 366 Ornithology 4 Credits
Diversity, relationships, ecology, natural history and the behavior of birds. Laboratory focuses on world-wide diversity, local species and field techniques. Lab required. Three hours of lecture and three hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.
Offered: spring of odd-numbered years.

BIO 370 Plant Morphology 3 Credits
Examination of plant morphology and the relationship between morphology, evolution, plant adaptation and plant biology is emphasized. Laboratory focuses on examining morphological features of local and non-local plants in a hands-on-setting. Lab required. Three hours of lecture and three hours of lab per week.
Prerequisite: minimum grade of C- in BIO 111 & BIO 112. Corequisite: BIO 370L.

BIO 370L Plant Morphology Lab 1 Credit
Required lab for BIO 370.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 370.

BIO 375 Community Ecology 3 Credits
Examination of how processes in multi-species assemblages affect communities by altering species' abundances, distributions, composition and driving long-term evolutionary change. Both theoretical models and empirical studies are used to illustrate concepts. Three hours of lecture per week.
Prerequisites: minimum grade of C- in BIO 111 & BIO 112.
Offered: occasionally.

BIO 375L Community Ecology Laboratory 1 Credit
The laboratory reinforces ecological concepts discussed in lecture through computer simulations along with field-collected and experimental data. Three hours of lab per week.
Prerequisite: minimum grade of D in BIO112L. Corequisite: BIO 375.
BIO 377 Freshwater Biology 4 Credits  
Explores the biology of lakes, rivers, and wetlands. Lectures cover the main concepts in freshwater ecology, including the major physical, biological, and biogeochemical characteristics of freshwater environments. Lab required. The laboratory component covers field techniques, laboratory analyses and identification of common aquatic organisms. Three hours of lecture and three hours of lab per week.  
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 378 Wetlands 3 Credits  
Explores the plants, animals and environmental conditions that define wetland environments. The course covers the physical characteristics such as the soils and hydrology, biological adaptations by plants and animals, and human interaction with these diverse and vibrant ecosystems.  
Prerequisite: minimum grade of C- in BIO 111 & BIO 112.

BIO 378L Wetlands Laboratory 1 Credit  
Optional lab for Wetlands. Meets once a week for three hours.

BIO 400 Independent Study 1-3 Credits  
Independent study under the direction of a faculty member. Arrangements made prior to registration. Independent studies require an application and approval by the associate dean.  
Prerequisite: permission of the instructor, department chair, & associate dean.

BIO 401 Independent Research 1-4 Credits  
Independent laboratory research in biology conducted under the supervision of a faculty member. Arrangements made prior to registration.  
Prerequisite: written permission of faculty member & department chair.

BIO 404 Genetics 3 Credits  
Principles of Mendelian, molecular, population, human and quantitative genetics, with emphasis on inherited diseases. Three hours of lecture and a one and a half hour of recitation per week.  
Prerequisite: minimum grade of C- in BIO 212.

BIO 404L Genetics Laboratory 1 Credit  
Principles of Mendelian and molecular genetics as demonstrated by experiments with Drosophila and other experimental organisms. Three hours of lab per week.  
Prerequisite: minimum grade of D in BIO212L. Corequisite: BIO 404.  
Fulfills College Core: Advanced Writing-Intensive

BIO 406 Population and Conservation Genetics 3 Credits  
General introduction to the field of population genetics, the branch of evolutionary biology concerned with the genetic structure of populations and how it changes through time. We will examine the interaction of basic evolutionary processes (including mutation, natural selection, genetic drift, inbreeding, recombination, and gene flow), with special emphasis on their application to species conservation. Three hours of lecture per week.  
Prerequisite: minimum grade of C- in BIO 212.

BIO 406L Population and Conservation Genetics Laboratory 1 Credit  
Experimental studies designed to explore fundamental concepts in population genetics and their application in conservation. Laboratory is a combination of in vitro Drosophila experiments and in silico computer simulations/data analyses.  
Prerequisite: minimum grade of D in BIO212L.

BIO 408 Biotechnology, Theory in Practice 4 Credits  
Introduction to the theory and experiments that are the foundation of biotechnology through lecture and laboratory. Topics include genetic engineering, mutagenesis, separation technology, immunobiotechnology and cell biology. Lab required. Three hours of lecture and three hours of lab per week.  
Prerequisite: minimum grade of C- in BIO 212. Corequisite: BIO 408L.

BIO 414 Enzymes and Proteins 3 Credits  
The biochemical characteristics of proteins and enzymes will be examined using a modular approach to target important structural proteins and regulatory enzymes of animal and plant metabolism. Three hours of lecture per week.  
Prerequisite: minimum grade of C- in BIO 212.

BIO 414L Enzymes and Proteins Laboratory 1 Credit  
Experimental techniques for the purification of proteins, the analysis of protein function and the measurement of enzyme kinetics. Three hours of lab per week.  
Prerequisite: minimum grade of D in BIO212L. Corequisite: BIO 414.

BIO 418 Endocrinology 3 Credits  
Synthesis and cellular/molecular actions of peptides and steroid hormones, growth factors, cytokines, and their roles in regulating physiological processes, maintenance of homeostasis and cancer biology. Three hours of lecture per week.  
Prerequisite: minimum grade of C- in BIO 212.

BIO 418L Endocrinology Laboratory 1 Credit  
Experimental laboratories researching current topics in endocrinology at the molecular, cellular and organismal levels. Three hours of lab per week.  
Prerequisite: minimum grade of D in BIO212L. Corequisite: BIO 418.

BIO 419 Cell Biology 3 Credits  
In depth examination of cellular processes, including metabolism, motility, gene expression, protein processing and sorting, signal transduction, cell cycle, cell death, cell renewal and differentiation are discussed. Three hours of lecture per week.  
Prerequisite: minimum grade of C- in BIO 212.

BIO 419L Cell Biology Laboratory 1 Credit  
Experimental laboratories examining different cellular processes, including cytoskeleton, protein localization, and gene expression. Three hours of lab per week.  
Prerequisite: minimum grade of D in BIO212L. Corequisite: BIO 419.

BIO 420 Phylogenetics 4 Credits  
Students will learn how to interpret what phylogenetic trees communicate about the evolution of a group of related species, how clues to the history of populations accumulate at the molecular level in DNA, and how statistical models based on this understanding allows us to build phylogenetic trees that reveal evolutionary history to us. Students will also understand how phylogenies allow us to test specific hypotheses concerning evolution. Three hours of lecture and three hours of lab per week.  
Prerequisite: minimum grade of C- in BIO 212.

BIO 420L Phylogenetics Laboratory 0 Credits  
Students will get firsthand experience generating genetic data, building phylogenies, and testing their own hypotheses. To accomplish this, students will work both at the lab bench and on the computer, using a number of programs to manipulate the data they generate. In short, this is a class where evolution, genetics, statistics, and computer science meet.  
Prerequisite: minimum grade of D in BIO212L.

BIO 424 Epigenetics and Disease 3 Credits  
Epigenetic mechanisms alter how the genome is utilized and it is apparent that this changes between healthy and disease states and may start during development. This course focuses on the impact of environment influences on phenotype via epigenetic changes. Topics include cancer, metabolism and metabolic syndromes, autoimmune disorders and allergies. Three hours of lecture per week.  
Prerequisite: minimum grade of C- in BIO 212.
BIO 425 Cellular Neurobiology 3 Credits
Cellular and molecular mechanisms underlying nervous system function. Topics include neuron/glia interactions, signaling within the nervous system, neuroplasticity, and neurodegeneration. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 425L Cellular Neurobiology Laboratory 1 Credit
Experimental laboratories researching current topics in cell and molecular neurobiology. Three hours of lab per week. **Prerequisite:** minimum grade of D in BIO212L. **Corequisite:** BIO 425.

BIO 426 Immunochemistry 3 Credits
Structural concept of antigenic determinants, immunoglobulin sequences and combining site specificity related to the diversity of the immune response and its control. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 426L Immunochemistry Laboratory 1 Credit
Current methods in immunological research and diagnosis. Designed to present available methodology and insight into the underlying principles. Three hours of lab per week. **Prerequisite:** minimum grade of D in BIO212L. **Corequisite:** BIO 426.

BIO 430 Advanced Cellular Biochemistry and Metabolism 3 Credits
This course focuses on the Biochemistry of human nutrition with emphasis on nutritional components and their metabolism in humans. The course will also discuss various disease treatments and their mechanisms of effect in disease systems. A mechanism-based approach will be utilized to elucidate functional biochemistry within human physiology and establish links to disease states. The function of metabolic pathways, vitamins and metals as essential players in cell survival and human disease is discussed. **Prerequisite:** Minimum grade of C- in BIO 212 OR BCH 301, and a minimum grade of C- in CHM 228. **Offered:** occasionally.

BIO 430L Advanced Cellular Biochemistry and Metabolism Laboratory 1 Credit
This course focuses on the Biochemistry of pathways associated with higher plant and animal metabolism. A function / mechanism-based approach will be utilized to elucidate the biochemistry within protein and enzyme structure. The regulation of enzyme activity and functional conformation will be examined in several hands on, inquiry based research experiences. **Prerequisite:** Minimum grade of C- in BIO 212 or BCH 301. **Corequisite:** BIO 430. **Offered:** occasionally.

BIO 432 Developmental Biology 3 Credits
A study of the basic principles that shape the development of a complex, multicellular organism from a single cell, with a particular emphasis being placed on the underlying cellular and molecular mechanisms. Relevant topics include fertilization, cell fate determination and differentiation, pattern formation, and organogenesis. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212. **Fulfills College Core:** Advanced Writing-Intensive **Offered:** occasionally.

BIO 432L Developmental Biology Laboratory 1 Credit
Examination of the cellular and molecular aspects of animal development using classical model organisms. Three hours of lab per week. **Prerequisite:** BIO 211L & BIO 212L. **Corequisite:** BIO 432.

BIO 435 Developmental Neurobiology 3 Credits
Cellular and molecular mechanisms underlying development of the nervous system and neurodevelopmental disorders. Topics include: neural induction, neurogenesis, migration, axon guidance, synaptogenesis, and regeneration. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 435L Develop Neurobiology Laboratory 1 Credit
Experimental studies of the development and regeneration of nervous tissue using neuronal tissue culture and digital microscopy. Three hours of lab per week. **Prerequisite:** minimum grade of D in BIO212L. **Corequisite:** BIO 435.

BIO 440 Medical Biochemistry 3 Credits
Biochemistry of disease. Includes examination of pathways and regulatory enzymes that lead to normal and disease states. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 441 Neurobiology of Nervous System Disorders 3 Credits
Cellular and molecular mechanisms underlying diseases of the nervous system, with an emphasis on emerging therapeutic approaches to treating diseases. Topics covered include: neurodegenerative diseases, neurodevelopmental disorders, infectious diseases, neuropsychiatric illnesses, stroke, and trauma. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 444 Cancer Biology 3 Credits
The causes of cancer, progression of the disease, and therapeutic approaches will be discussed. Students learn the common features of cancers as well as the distinguishing characteristics of a few specific cancers. Throughout the course therapeutic targets will be identified and novel therapeutic approaches will be discussed. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 450 Molecular Biology 3 Credits
This course focuses on genomes and nuclear organization and function. Topics include genome content and organization from an evolutionary perspective, epigenetic inheritance, chromatin structure and organization, somatic recombination, and organismal complexity. Three hours of lecture per week. **Prerequisite:** minimum grade of C- in BIO 212.

BIO 450L Molecular Biology Laboratory 1 Credit
Experimental laboratories examining the regulation of gene expression and how regulation affects expression. Three hours of lab per week. **Prerequisite:** minimum grade of D in BIO212L. **Corequisite:** BIO 450.

BIO 477 Plants and Society 3 Credits
Various ways in which plants affect human existence. Topics include food products, building (utilitarian) applications, medicinal and poisonous plants, propagation and improvement, roles in ecology. Open to students in any major. This course does not count for the biology major. **Fulfills College Core:** Core Capstone

BIO 498 Biology With Distinction Thesis 3 Credits
Requirement for any student seeking to complete the Biology With Distinction degree option. Must be taken by seniors in the fall or spring of their senior year.

BIO 499 Biology Internship 3 Credits
Provides students with work experience in the biological sciences. Practical application of material taught in biology classes to the work environment. Requires an application and approval by the associate dean. **Prerequisite:** permission of the department chair & associate dean.

The Dual Degree Program (http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-
and-msed-swd/#curriculumtext) offers a BS in Biology as well as a MSEd in Adolescence 7-12 Teaching Students with Disabilities Generalist. This dual degree program leads to Initial Adolescence Certification in Biology as well as Initial Certification in Adolescence 7-12 SWD Generalist. Since it leads to two teaching certificates, candidates must meet the content requirements for both over the course of their curriculum. In most cases, the content area major covers those requirements. In some instances New York State has additional requirements. Please note, this dual degree program can be completed in as little as 5 years if one summer is included.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
Biology (BS) (p. 105)
Adolescence Education 7-12, Teaching Students with Disabilities Generalist (MSEd)
The education curriculum is provided below for the MSeD portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

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<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td>3</td>
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<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
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<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
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<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
<td>3</td>
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<td>EDU 250</td>
<td>Foundations of Education</td>
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<td>Methods of Teaching Social Studies: Adolescence</td>
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<td>or EDS 402</td>
<td>Methods of Teaching English: Adolescence</td>
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<td>or EDS 403</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
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<tr>
<td>or EDS 405</td>
<td>Methods of Teaching Science: Adolescence</td>
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<td>SPE 640</td>
<td>Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions</td>
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<td>SPE 652</td>
<td>Functional Curriculum for Students with Severe Disabilities and ASD</td>
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<tr>
<td>SPE 649</td>
<td>Transition Issues for Adolescents with Disabilities</td>
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<tr>
<td>SPE 580</td>
<td>Classroom Management</td>
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<tr>
<td>SPE 631</td>
<td>Reading and Writing Process for Students with Learning and Behavioral Disorders</td>
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<tr>
<td>EDU 615</td>
<td>Research Methods</td>
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<tr>
<td>SPE 644</td>
<td>Collaborative Practices on a Transdisciplinary Team</td>
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<tr>
<td>EDU 556</td>
<td>Assessment for Diverse Learners</td>
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<td>SPE 698</td>
<td>Seminar in Teaching and Assessment</td>
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<td>SPE 693</td>
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<td>EDU 596</td>
<td>Prevention of School Violence Workshop</td>
</tr>
<tr>
<td>EDU 597</td>
<td>Dignity for All Students Workshop</td>
</tr>
</tbody>
</table>

Total Credits 57

Roadmap

Freshman

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>BIO 112 &amp; 112L</td>
</tr>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>CHM 112 &amp; 112L</td>
</tr>
<tr>
<td>MAT (Calculus or Statistics)</td>
<td>MAT (Calculus or Statistics)</td>
</tr>
<tr>
<td>HIS Course</td>
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</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>BIO 212 &amp; 212L</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>BIO 351</td>
</tr>
<tr>
<td>EDS 101</td>
<td>CHM 228 &amp; 228L</td>
</tr>
<tr>
<td>EDU 250</td>
<td>BIO Elective</td>
</tr>
<tr>
<td>SPE 341</td>
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Junior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective with lab</td>
<td>BIO Elective</td>
</tr>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>BIO Elective with lab</td>
</tr>
<tr>
<td>EDS 223</td>
<td>PHY 202 &amp; 202L</td>
</tr>
<tr>
<td>EDS 360</td>
<td>EDS 405</td>
</tr>
<tr>
<td>Core Capstone</td>
<td>HIS Course</td>
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Senior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO Elective with lab</td>
<td>BIO Elective with lab</td>
</tr>
<tr>
<td>BIO Elective with lab</td>
<td>EDU 615</td>
</tr>
<tr>
<td>BIO 353</td>
<td>SPE 649</td>
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<tr>
<td>EDU 356</td>
<td>Core Capstone</td>
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<tr>
<td>SPE 311</td>
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<td>SPE 644</td>
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Fifth Year

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 580</td>
<td>EDU 595</td>
</tr>
</tbody>
</table>
Cell and Molecular Biology Minor

Coordinator: Lisa Morey, PhD

The Cell and Molecular minor is open to students majoring in biology or chemistry. For students seeking employment at the BS level, a Departmental “Letter of Proficiency in Laboratory Skills” may be requested upon completion of the minor. This letter requires enrollment in either BIO 300 or BIO 301.

Students must select six courses from the list below. At least three of the six courses must be taken with a laboratory. Please note that a student may choose to take 3 semesters of BIO 301 in lieu of one of the three required labs.

### Cell and Molecular Elective Courses with Laboratories

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 404 &amp; 404L</td>
<td>Genetics and Genetics Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 408 &amp; 408L</td>
<td>Biotechnology, Theory in Practice and Biotechnology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 414 &amp; 414L</td>
<td>Enzymes and Proteins and Enzymes and Proteins Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 418 &amp; 418L</td>
<td>Endocrinology and Endocrinology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 419 &amp; 419L</td>
<td>Cell Biology and Cell Biology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 425 &amp; 425L</td>
<td>Cellular Neurobiology and Cellular Neurobiology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 426 &amp; 426L</td>
<td>Immunochemistry and Immunochemistry Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 432 &amp; 432L</td>
<td>Developmental Biology and Developmental Biology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 435 &amp; 435L</td>
<td>Developmental Neurobiology and Develop Neurobiology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 450 &amp; 450L</td>
<td>Molecular Biology and Molecular Biology Laboratory (lab optional)</td>
<td>4</td>
</tr>
</tbody>
</table>

### Cell and Molecular Elective Courses without Labs

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 424</td>
<td>Epigenetics and Disease</td>
<td>3</td>
</tr>
<tr>
<td>BIO 444</td>
<td>Cancer Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 441</td>
<td>Neurobiology of Nervous System Disorders</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Biology Minor

Coordinator: Katie Costanzo, PhD

The Environmental Biology minor is designed for students who want to focus on organismal biology, natural history, ecology and environmental science. It provides a broad preparation for entry into BS level positions in the environmental sciences and advanced study at the graduate level.

### Requirements for the Environmental Biology Minor

The environmental biology minor requires BIO 320 (field ecology with its lab), at least one diversity class with its lab, and four additional upper-level biology classes, at least two of which must include the associated laboratory. Students may choose from the following classes:

#### Environmental Biology Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 305</td>
<td>Medical Microbiology and its Ecological Basis 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Field Ecology (required of all students)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 335</td>
<td>Plant Biology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 343</td>
<td>Entomology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>BIO 366</td>
<td>Ornithology 1</td>
<td>4</td>
</tr>
<tr>
<td>BIO 370</td>
<td>Plant Morphology 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 375</td>
<td>Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 377</td>
<td>Freshwater Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 378</td>
<td>Wetlands</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Fulfills the diversity requirement for this minor.

General Biology Minor (for non-biology majors)

Co-Coordinators: Robert Grebenok, PhD and Elizabeth Hogan, PhD

The biology minor may be earned by any student who completes the required courses. Co- and/or prerequisites for some of the required courses may effectively limit accessibility.
Chair: Phillip M. Sheridan, PhD

Introduction

Chemistry or Biochemistry graduates enter a variety of professions, including careers in research and industry, the health professions, teaching, technical writing, business, sales, patent law and civil service. A major in chemistry or biochemistry is an excellent preparation for entrance into medical, dental and pharmacy schools. It also prepares students to enter a range of graduate programs including chemistry, biochemistry, biotechnology, bioinformatics, medicinal chemistry, chemical engineering, environmental science, bioengineering, business and law.

The Department of Chemistry and Biochemistry offers three tracks that lead to a BS degree in Chemistry and one track that leads to a BS degree in Chemistry with Business. The three tracks in Chemistry include the Chemistry track that is certified by the American Chemical Society (CHM ACS certified track), Chemistry Health Professions track, and Chemistry track designed for students who intend to pursue technical employment in industry. Chemistry with Business is designed for students who want to pursue administrative or sales careers in the chemical industry. It is also an excellent degree for students who want to pursue careers in patent law.

Advisors in the Department will help you choose the track that best fits your interests and career plans. Students in all program tracks will gain hands-on experience with a wide variety of modern, sophisticated laboratory instrumentation; this helps provide the experience necessary to be competitive in today's job market and/or to gain entrance into highly ranked graduate programs.

All Chemistry tracks can be completed with a business minor. This option provides a very useful preparation for employment in sales, marketing, or other industrial professions, as well as preparing students for graduate studies in business or administration.

Please go to the Chemistry and Biochemistry website (https://www.canisius.edu/academics/programs/chemistry-and-biochemistry/) for a more detailed description of the program, faculty, facilities, and academic and co-curricular opportunities.

**Qualifications**

Students must attain the grade of C or greater in General Chemistry II (CHM 112) and C- or greater in Organic Chemistry II (CHM 228) in order to progress into the major. Several two-semester courses (CHM 111 and CHM 112, CHM 227 and CHM 228, BCH 301 and BCH 302) have a requirement for a minimum grade of C- in the first course to continue with the second course.

**Advisement**

All students have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Students who are still deciding on a major should go the the Griff Center for Student Success for advisement including course selection prior to registration. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

**Special Programs Offered by the Department**

**Early Assurance Program with University at Buffalo Medical School or Syracuse Medical School**

Qualified students may apply to the University at Buffalo Medical School or Syracuse University Medical School during their sophomore year. Those accepted will be admitted into the Medical School freshman class after their graduation from Canisius.

### Neuroscience Minor

**Coordinator:** Elizabeth Hogan, PhD

The Neuroscience minor may be earned by any student who completes the required courses. Co- and/or prerequisites for some of the required courses may effectively limit accessibility.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>Biochemistry and Cell Biology I and Biochemistry and Cell Biology Lab I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212 &amp; 212L</td>
<td>Biochemistry and Cell Biology II and Biochemistry and Cell Biology Lab II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Elective Courses**

Select one elective at the 300 level with the associated lab | 4
Select one elective at the 400 level with the associated lab | 4

Total Credits | 24

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### Code Title Credits

**Required Courses**

- **Take one of the following (the other may be used as an elective):** 4
  - BIO 425 Cellular Neurobiology and Cellular Neurobiology Laboratory
  - BIO 435 Developmental Neurobiology and Develop Neurobiology Laboratory

**Elective courses (take any 4):** 12

- BIO 325 Reproductive Biopsychology
- BIO 345 Functional Neuroanatomy
- BIO 355 Behavioral Neuroscience
- BIO 441 Neurobiology of Nervous System Disorders
- PSY 397 Neurobiology of Mental Disorders
- PSY 398 Neurobiology of Childhood Mental Disorders
- PSY 495 Guided Research in Psychology (if neuroscience-related)
- BIO 301 Research Methods (credit) ¹

Total Credits 16

¹ 3 semesters required; must be neuroscience-related.
Early Assurance Program with University at Buffalo Dental School
Qualified students may apply to the University at Buffalo Dental School during their sophomore year. Those accepted will be admitted into the Dental School freshman class after their graduation from Canisius.

Pre-Medical and Pre-Dental
The Chemistry and Biochemistry BS degrees are excellent preparations for entering into medical and dental schools, and a third of the graduates from this Department typically enter into these programs. Students applying to medical or dental schools must take the Medical College Admission Test (MCAT) or Dental Admission Test (DAT).

Pre-Pharmacy
For pre-pharmacy students we recommend the CHM Health Professions track, since students in this track can meet all pharmacy school entrance requirements. Students applying to most pharmacy schools must take the Pharmacy College Admission Test (PCAT).

Major Experiences
Following their freshman year, and sometimes earlier, chemistry and biochemistry majors are encouraged to become involved in research or other professional projects. Stipends for qualified students are often available so that work can be done on these projects during the summer and school year in the Department. Summer work in industrial laboratories and research institutions is also available. Our close relationship with local industries and institutions aids students in job placement before and after graduation. Students may also choose to undertake internshipships for advanced elective course credit.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
For ACS-certified Chemistry Track
The ACS-certified Chemistry track is recommended for students intending advanced study (pursuing a graduate degree) in Chemistry.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 227L</td>
<td>Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 228L</td>
<td>Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 230 &amp; 230L</td>
<td>Analytical Chemistry and Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 244</td>
<td>Inorganic Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>&amp; 301 &amp; 301L</td>
<td>Fundamental Physical Chemistry and Fundamental Physical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 302</td>
<td>Modern Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 302L</td>
<td>Modern Physical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 334 &amp; 334L</td>
<td>Spectrometric Analysis and Spectrometric Analysis Lab</td>
<td>4</td>
</tr>
<tr>
<td>CHM 420 &amp; 420L</td>
<td>Materials Chemistry and Materials Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 430 &amp; 430L</td>
<td>Instrumental Analytical Chemistry and Instrumental Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 381</td>
<td>Scientific Literature and Communication</td>
<td>1</td>
</tr>
<tr>
<td>CHM 480</td>
<td>Communicating Concepts in Chemistry</td>
<td>1</td>
</tr>
<tr>
<td>CHM 481</td>
<td>Communicating Research Literature</td>
<td>1</td>
</tr>
<tr>
<td>Choose 2 Chemistry or Biochemistry Electives (any 300- or 400- level CHM or BCH course)</td>
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<td></td>
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<tr>
<td>BCH 301</td>
<td>Introduction to Biochemistry</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
</tbody>
</table>
The Health Professions Track is recommended for students preparing for employment in industry.

For Chemistry Track

Chemistry track designed for students who intend to pursue technical employment in industry.

For Chemistry with Business Track

Chemistry with Business is designed for students who want to pursue administrative or sales careers in the chemical industry. It is also an excellent degree for students who want to pursue careers in patent law.

For Chemistry for Health Professions Track

The Health Professions Track is recommended for students preparing for a health-related profession (e.g., Medicine, Dentistry, Physician Assistant, etc.).
Choose one of the following:

**CHM 230** & **230L**
Analytical Chemistry
and Analytical Chemistry Laboratory

**CHM 232** & **232L**
Environmental Analytical Chemistry
and Environmental Analytical Chemistry Laboratory

**CHM 334** & **334L**
Spectrometric Analysis
and Spectrometric Analysis Laboratory

**CHM 430** & **430L**
Instrumental Analytical Chemistry
and Instrumental Analytical Chemistry Laboratory

Choose a Chemistry or Biochemistry Elective (any 300- or 400- level CHM or BCH course)  

**CHM 381**
Scientific Literature and Communication

**CHM 480**
Communicating Concepts in Chemistry

**BCH 301** & **301L**
Introduction to Biochemistry
and Introduction to Biochemistry Laboratory

**BIO 111** & **111L**
Introductory Biology I
and Introductory Biology Laboratory I

**BIO 112** & **112L**
Introductory Biology II
and Introductory Biology Laboratory II

**MAT 111**
Calculus I

**MAT 112**
Calculus II  

**or MAT 141**
Inferential Statistics and Computers for Science

**PHY 201** & **201L**
University Physics I
and University Physics I Laboratory

**PHY 202** & **202L**
University Physics II
and University Physics II Laboratory

**Required Business Courses**

**ECO 101**
Principles of Macroeconomics

**MGT 101**
Introduction to Management

**MKT 201**
Principles of Marketing

**ACC 201**
Financial Accounting

**FIN 201**
Introduction to Corporate Finance

**Major Electives**

Select two courses in business, law, or science

Total Credits  

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1. CHM 481 does not satisfy this requirement.
2. Students in this track may take ECO 255 in lieu of MAT 112 or MAT 141.
3. Choose two courses from the following: CSC 111, IBUS 301, PSC 320, PSC 321, ACC 202, ECO 102, any 200-level or higher ECO course, or any 300- or 400-level course in CHM, BCH, BIO, PHY, MGT, or MKT.

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**Additional Course Considerations**

MAT 211 is highly recommended for students interested in pursuing a PhD degree. In addition, MAT 219 and MAT 222 are highly recommended for students interested in pursuing a PhD degree in physical, inorganic, or analytical chemistry.
### Junior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 301 &amp; 301L</td>
<td>CHM 302 &amp; 302L</td>
</tr>
<tr>
<td>CHM 381</td>
<td>CHM 430 &amp; 430L</td>
</tr>
<tr>
<td>CHM 420 &amp; 420L</td>
<td>CHM 480</td>
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<tr>
<td>MKT 201</td>
<td>MGT 101</td>
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<table>
<thead>
<tr>
<th>Senior</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>CHM 334 &amp; 334L</td>
<td>CHM Elective</td>
<td></td>
</tr>
<tr>
<td>BCH 301</td>
<td>CHM Elective</td>
<td></td>
</tr>
<tr>
<td>CHM 481</td>
<td>FIN 201</td>
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<tr>
<td>ACC 201</td>
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#### CHM Track

**Freshman**

<table>
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<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>CHM 112 &amp; 112L</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>MAT 112 or 1141</td>
</tr>
<tr>
<td>MAT 111</td>
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**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>CHM 228 &amp; 228L</td>
</tr>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>PHY 202 &amp; 202L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCH 301</td>
<td>CHM Elective</td>
<td></td>
</tr>
<tr>
<td>CHM 244</td>
<td>CHM Elective</td>
<td></td>
</tr>
<tr>
<td>CHM 381</td>
<td>CHM 480</td>
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</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 301 &amp; 301L</td>
<td>CHM Elective</td>
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</tr>
<tr>
<td>CHM 334 &amp; 334L</td>
<td>CHM Elective</td>
<td></td>
</tr>
<tr>
<td>CHM 481</td>
<td>CHM Elective</td>
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</table>

#### CHM Health Professions Track

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>CHM 112 &amp; 112L</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>MAT 112 or 1141</td>
</tr>
<tr>
<td>MAT 111</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>CHM 228 &amp; 228L</td>
</tr>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>PHY 202 &amp; 202L</td>
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<table>
<thead>
<tr>
<th>Junior</th>
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<th>Spring</th>
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<tr>
<td>BCH 301</td>
<td>CHM Elective</td>
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<tr>
<td>CHM 244</td>
<td>CHM Elective</td>
<td></td>
</tr>
<tr>
<td>CHM 381</td>
<td>CHM 480</td>
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<tr>
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<th>Fall</th>
<th>Spring</th>
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<tr>
<td>CHM 301</td>
<td>CHM Elective + Lab</td>
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</tr>
<tr>
<td>CHM 481</td>
<td>SCI elective</td>
<td>SCI Elective + Lab</td>
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CHM Health Professions Track with Business Minor

Freshman
Fall
CHM 111
& 111L
BIO 111
& 111L
MAT 111
Spring
CHM 112
& 112L
BIO 112
& 112L
MAT 141 or ECO 255

Sophomore
Fall
CHM 227
& 227L
PHY 201
& 201L
ECO 101
Spring
CHM 228
&MAT 141
& 228L
PHY 202
& 202L
ECO 102

Junior
Fall
BCH 301
CHM 230
CHM 381
MKT 201
Spring
CHM 244
CHM 480
MGT 101

Senior
Fall
CHM 301
CHM Elective + Lab
CHM 481
SCI Elective
Spring
ACC 201
FIN 201
SCI Elective + Lab

CHM with Business Track

Freshman
Fall
CHM 111
& 111L
BIO 111
& 111L
MAT 111
Spring
CHM 112
& 112L
BIO 112
& 112L
MAT 141 or 112

Sophomore
Fall
CHM 227
& 227L
PHY 201
& 201L
ECO 101
Spring
CHM 228
&MAT 141
& 228L
PHY 202
& 202L
MGT 101

Junior
Fall
BCH 301
& 301L
CHM 381
Spring
MKT 201
ACC 201
Analytical/Instrumental Chemistry with lab¹

Learning Goals & Objectives

Student Learning Goal 1:
Knowledge; Demonstrate an understanding of fundamental chemical concepts.
Students will:
• Objective A Demonstrate broad knowledge of chemical concepts.
• Objective B Analyze and predict the effects of chemical changes.

Student Learning Goal 2:
Professional Skills; Work effectively in a professional or laboratory setting.
Students will:
• Objective A Carry out experiments (follow directions, manipulate materials and lab apparatus, record data).
• Objective B Use modern instrumentation (prepare samples, operate systems, troubleshoot common problems, organize and label data).
• Objective C Demonstrate knowledge of chemical, instrumental and workplace safety.

Student Learning Goal 3:
Communication; Be proficient in the communication of chemical information.
Students will:
• Objective A Construct and deliver an effective oral presentation.
• Objective B Write an effective, properly formatted scientific report.
• Objective C Identify, access and use chemical literature sources.

Minor

Students majoring in various disciplines such as biology, mathematics, physics, bioinformatics, computer science, psychology and business can benefit from pursuing a minor in chemistry. The chemistry minor requires a student to complete the following sequence of courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>General Chemistry I</td>
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<tr>
<td>&amp; 111L</td>
<td>General Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHM 112</td>
<td>General Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>General Chemistry II Laboratory</td>
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</tr>
<tr>
<td>CHM 227</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 227L</td>
<td>Organic Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHM 228</td>
<td>Organic Chemistry II</td>
<td>4</td>
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<tr>
<td>&amp; 228L</td>
<td>Organic Chemistry II Laboratory</td>
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</tr>
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<td>CHM 230</td>
<td>Analytical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 230L</td>
<td>and Analytical Chemistry Laboratory</td>
<td></td>
</tr>
</tbody>
</table>
Courses

CHM 104 Energy, Environment, and Society 3 Credits
Designed to provide a better understanding of energy and our environment, including man’s interaction with his environment and the consequences facing society today.
Fulfills College Core: Field 6 (Natural Sciences), Global Awareness
Offered: every fall.

CHM 109 General Chemistry I with Review - Part I 3 Credits
General Chemistry I for science majors, Part I. This course reviews some mathematical concepts, emphasizes dimensional analysis, inorganic nomenclature, stoichiometry, solutions, basic chemical reactions, and thermochemistry. Three lectures and one recitation per week.
Fulfills College Core: Field 6 (Natural Sciences)
Offered: every fall.

CHM 110 General Chemistry I with Review - Part II 3 Credits
General Chemistry I for science majors, Part II, three lectures, one laboratory, and one recitation per week. This course emphasizes atomic and molecular structure, periodic properties, gas laws, and states of matter. The CHM 109 and CHM 110 sequence is equivalent to CHM 111 and a free elective. Students completing the CHM 109 and CHM 110 sequence are eligible to take CHM 112. 
Prerequisite: minimum grade of C- in CHM 109. Corequisite: CHM 111L.
Offered: every spring.

CHM 111 General Chemistry I 3 Credits
General Chemistry I for science majors. Inorganic nomenclature, stoichiometry, solutions, basic chemical reactions, thermochemistry, atomic and molecular structure, periodic properties, gas laws, and states of matter. Three lectures and one recitation per week.
Corequisite: CHM 111L.
Fulfills College Core: Field 6 (Natural Sciences)
Offered: every fall.

CHM 111L General Chemistry I Laboratory 1 Credit
Covers techniques of measurements, decantation, and filtration; use of a data acquisition system with temperature probe, pressure sensor, and spectrophotometer; analysis of data and developing a conclusion based on data trends. One three-hour lab per week.
Corequisite: CHM 110 or CHM 111.
Offered: every fall.

CHM 112 General Chemistry II 3 Credits
General Chemistry II for science majors. Properties of solutions (including colligative properties), kinetics, chemical equilibrium concepts, calculations involving acid/base and precipitation equilibria, thermodynamics (second and third law), electrochemistry, nuclear chemistry, and chemistry of the environment. A minimum grade of C in CHM 112 is required for all chemistry and biochemistry majors. Three lectures and one recitation per week.
Prerequisite: minimum grade of C- in either CHM 110 or CHM 111.
Corequisite: CHM 112L.
Fulfills College Core: Field 6 (Natural Sciences)
Offered: every fall & spring.

CHM 112L General Chemistry II Laboratory 1 Credit
Builds on techniques developed in CHM 111L and covers solution dilution, titration, pipetting, and use of a pH electrode and current probe. One three-hour lab per week.
Prerequisite: minimum grade of C- in CHM 111L. Corequisite: CHM 112.
Offered: every fall & spring.

CHM 227 Organic Chemistry I 3 Credits
Fundamental treatment of organic chemistry. Bonding, structure, nomenclature, and stereochemistry of organic functional groups. Mechanisms and reactivity in substitution and elimination reactions. Three lectures and one recitation per week.
Prerequisite: minimum grade of C- in either CHM 110 or CHM 111.
Corequisite: CHM 227L.
Offered: every fall.

CHM 227L Organic Chemistry I Laboratory 1 Credit
One four-hour lab per week. Techniques for synthesis, separation, purification, and analysis of organic compounds.
Prerequisite: minimum grade of C- in CHM 111L. Corequisite: CHM 227.
Offered: every fall.

CHM 228 Organic Chemistry II 3 Credits
Continuation of organic chemistry. Chemistry and reaction mechanisms of unsaturated compounds, and oxygen and nitrogen-containing functional groups. Introduction to the organic chemistry of carbohydrates, lipids and peptides. Three lectures and one recitation per week.
Prerequisite: minimum grade of C- in CHM 227. Corequisite: CHM 228L.
Offered: every spring.

CHM 228L Organic Chemistry II Laboratory 1 Credit
One four hour lab per week. Expands on techniques for synthesis, separation, purification, and analysis of organic compounds.
Prerequisite: minimum grade of C- in CHM 227L. Corequisite: CHM 228.
Offered: every spring.

CHM 230 Analytical Chemistry 3 Credits
Principles and methodology of modern analytical chemistry presented with particular emphasis on statistical error analysis, titrations, solution equilibrium, and potentiometry. Three lectures and one recitation per week.
Prerequisite: minimum grade of C in CHM 112. Corequisite: CHM 230L.
Offered: every spring.

CHM 230L Analytical Chemistry Laboratory 1 Credit
One four-hour lab per week. Fundamental techniques of quantitative analysis including titrations in multiple reaction paradigms, potentiometry, absorption spectrometry, and separation technologies.
Prerequisite: minimum grade of C- in CHM 112L. Corequisite: CHM 230.
Offered: every spring.
CHM 232 Environmental Analytical Chemistry 3 Credits
Environmental applications of analytical chemistry. Sampling techniques and statistical analysis of data. Soil chemistry, aquatic chemistry and atmospheric chemistry. Trace analysis with electroanalytical, liquid and gas chromatography, atomic absorption spectroscopy and ion selective electrodes. Three lectures and one recitation per week.
Prerequisite: CHM 112. Corequisite: CHM 232L.
Offered: anticipated spring 2020.

CHM 232L Environmental Analytical Chemistry Laboratory 1 Credit
One four-hour lab per week.
Prerequisite: CHM 112L. Corequisite: CHM 232.
Offered: spring 2018.

CHM 244 Inorganic Chemistry 3 Credits
Electronic configuration of atoms, periodic classification of the elements, nature of chemical bonding, symmetry and application of group theory to molecular orbitals, structures and thermodynamics of solids, bonding in metals and semiconductors, acid/base concepts, electrochemistry, isomerism, bonding, reactions and spectroscopy of coordination compounds, and other aspects of modern inorganic chemistry. Three lectures and one recitation per week.
Prerequisite: minimum grade of C in CHM 112.
Offered: every fall.

CHM 301 Fundamental Physical Chemistry 3 Credits
Fundamental topics in thermodynamics, kinetics, and quantum chemistry. Three lectures and one recitation per week.
Prerequisite: minimum grade of C in CHM 112, successful completion of MAT 111 or MAT 110, and a year of physics (PHY 201 & PHY 202 or PHY 223 & PHY 224).
Offered: every fall.

CHM 301L Fundamental Physical Chemistry Laboratory 1 Credit
Selected experiments demonstrating principles of thermodynamics and chemical kinetics. One four-hour lab per week.
Prerequisite: minimum grade of C in CHM 230L & C in CHM 301 (or concurrent registration in CHM 301).
Fulfills College Core: Advanced Writing-Intensive
Offered: every fall.

CHM 302 Modern Physical Chemistry 3 Credits
Introduction to quantum chemistry with applications to the structure of atoms and molecules. Molecular spectroscopy. Three lectures and one recitation per week.
Prerequisite: minimum grade of C in CHM 112, successful completion of MAT 111 or MAT 110, MAT 112; and a year of physics (PHY 201 & PHY 202 or PHY 223 & PHY 224).
Offered: every fall.

CHM 302L Modern Physical Chemistry Laboratory 1 Credit
Selected spectroscopy experiments with applications to molecular structure. One four-hour lab per week.
Prerequisite: CHM 302 (or concurrent registration in CHM 302) & minimum grade of C in CHM 230L, CHM 301L, CHM 334L or CHM 430L.
Offered: every spring.

CHM 334 Spectrometric Analysis 3 Credits
Spectrometric methods for the elucidation of chemical structures. Includes nuclear magnetic resonance, infrared, ultraviolet and mass spectrometry. Emphasis on organic compounds. Three lectures per week.
Prerequisite: CHM 228.
Offered: every fall.

CHM 334L Spectrometric Analysis Lab 1 Credit
One four-hour lab per week. Nuclear magnetic resonance, infrared, ultraviolet and mass spectrometry of organic compounds.
Prerequisite: CHM 228L.
Offered: every fall.

CHM 338 Intermediate Organic Chemistry 3 Credits
Important basic concepts in organic chemistry are reviewed at a higher level than is possible in the introductory courses. New concepts are presented in the areas of reaction mechanisms, frontier molecular orbitals, physical organic chemistry, and in stereoelectronic effects.
Prerequisite: CHM 228.
Offered: fall 2019.

CHM 344 Metal Ions in Biological Systems 3 Credits
Chemical processes in biological systems, which include participation of metal ions, are covered. The course begins with the principles of coordination chemistry and structural biochemistry. The rest of the course is organized according to the functions performed by the metal centers: gene expression and signal transduction, digestion, bioenergetics and electron transfer, oxygen transport, liver functions and anticancer drugs.
Prerequisite: CHM 228.
Offered: occasionally in spring.

CHM 381 Scientific Literature and Communication 1 Credit
First of three student-faculty seminars for majors. Introduces scientific literature, technical writing and oral communication in chemistry and allied fields.
Prerequisite: CHM 228 & junior standing.
Offered: every fall.

CHM 401 Modern Synthetic Methods 3 Credits
Structure-reactivity relationships in organometallic chemistry and the application of organometallic compounds in organic synthesis, including industrial catalysis.
Prerequisite: CHM 228 & CHM 444.
Offered: occasionally in spring.

CHM 401L Modern Synthetic Methods Laboratory 1 Credit
Designed to illustrate some of the most important synthetic and physical techniques used by modern synthetic chemists.
Prerequisite: CHM 401 (or concurrent registration).
Offered: occasionally in spring.

CHM 402 Advanced Physical Chemistry 3 Credits
Introduction to statistical thermodynamics. Applications of group theory to chemical bonding and molecular spectroscopy. Angular momentum coupling in atomic and molecular spectroscopy. Three lectures per week.
Prerequisites: MAT 111 & MAT 112; CHM 244; CHM 302 (may be taken concurrently); and either PHY 201 & PHY 202 or PHY 223 & PHY 224.
Offered: Occasionally in spring.

CHM 420 Materials Chemistry 3 Credits
A survey of topics and applications in modern materials chemistry including solid state materials, semiconductors, polymers, nanomaterials, and introductions to mechanical properties, device fabrication, and structure-activity relationships.
Prerequisite: CHM 228 & CHM 244 (or concurrent registration in CHM 244). Corequisite: CHM 420L.
Offered: anticipated fall 2020 (please consult with department).
CHM 420L Materials Chemistry Laboratory 1 Credit
This laboratory develops concepts introduced in the lecture component of Materials Chemistry, CHM420, including solid-state structure, mechanical properties, semiconductors, polymers, and nanomaterials. The lab meets for four hours per week. 
Prerequisite: CHM 228L (may be taken concurrently). Corequisite: CHM 420. 
Offered: anticipated fall 2020 (please consult with department).

CHM 430 Instrumental Analytical Chemistry 3 Credits
Advanced instrumental methods of analysis including spectroscopy, chromatography and various electrochemical techniques. Three lectures per week. 
Prerequisite: CHM 112 & CHM 228 (or concurrent registration in CHM 228). 
Offered: spring of odd-numbered years.

CHM 430L Instrumental Analytical Chemistry Laboratory 1 Credit
One four-hour lab per week. Atomic absorption spectroscopy, chromatography and various electrochemical techniques. 
Prerequisite: CHM 112L & CHM 228L (or concurrent registration in CHM 228L). Corequisite: CHM 430. 
Offered: spring of odd-numbered years.

CHM 450 Research in Chemistry 3 Credits
Independent research under the direction of the chemistry faculty. Students are required to spend 9 hours per week conducting research. CHM 450 may be taken in place of a chemistry elective without lab. Research and consultation times to be arranged after approval of department chair. 
Prerequisite: permission of department chair. 
Offered: fall & spring.

CHM 451 Research in Chemistry 4 Credits
Independent research under the direction of the chemistry faculty. Students are required to spend 12 hours per week conducting research. CHM 451 may be taken in place of a chemistry elective with lab. Research and consultation times to be arranged after approval of department chair. 
Prerequisite: permission of department chair. 
Offered: fall & spring.

CHM 455 Medicinal Chemistry 3 Credits
Chemical principles are used to explain the interaction of drugs with biological targets. Strategies used in the design and development of medicines are discussed. 
Prerequisite: minimum grade of C- in both CHM 228 & BCH 301. 
Offered: spring 2019.

CHM 480 Communicating Concepts in Chemistry 1 Credit
Second of three student-faculty seminars for majors. Students give a 25-minute presentation on an advanced coursework topic. Emphasis is placed on the process and the mechanics of constructing a scientific talk. 
Prerequisite: CHM 228, CHM 381, & junior standing. 
Offered: every spring.

CHM 481 Communicating Research Literature 1 Credit
Third of three student-faculty seminars for majors. Students give a 45-minute presentation on a scientific work from the chemical literature. Emphasis is placed on constructing a narrative and gaining a working understanding of the scientific issues in the presented paper. 
Prerequisite: CHM 228, CHM 381, & junior standing. 
Fulfills College Core: Oral Communication 
Offered: every fall.

CHM 490 Chemistry Internship 3 Credits
Internships in chemical or biochemical industry under the direction of company and faculty supervisors. 
Prerequisite: permission of department chair & associate dean. 
Offered: fall & spring.

CHM 499 Independent Study 3-4 Credits
Independent study under the direction of the chemistry faculty. Independent studies require an application and approval by the associate dean. 
Prerequisite: permission of the instructor, department chair, & associate dean. 
Offered: fall & spring.

The Dual Degree Program (http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-and-msed-swd/#curriculumtext) offers a BS in Chemistry as well as a MSEd in Adolescence 7-12 Teaching Students with Disabilities Generalist. This program leads to Initial Adolescence Certification in Chemistry as well as Initial Certification in Adolescence 7-12 SWD Generalist. Since it leads to two teaching certificates, candidates must meet the content requirements for both over the course of their curriculum. In most cases, the content area major covers those requirements. In some instances New York State has additional requirements. Please note, this dual degree program can be completed in as little as 5 years.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
BS and Adolescence Certification in Chemistry

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<td>&amp; 111L</td>
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</tr>
<tr>
<td>CHM 227</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 227L</td>
<td>Organic Chemistry I Laboratory</td>
<td></td>
</tr>
<tr>
<td>CHM 228</td>
<td>Organic Chemistry II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 228L</td>
<td>Organic Chemistry II Laboratory</td>
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<tr>
<td>CHM 244</td>
<td>Inorganic Chemistry</td>
<td>3</td>
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<tr>
<td>CHM 301</td>
<td>Fundamental Physical Chemistry</td>
<td>3</td>
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<td>CHM 230</td>
<td>Analytical Chemistry</td>
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Required Science Courses

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<td>&amp; 227L</td>
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<td>CHM 228</td>
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<td>CHM 244</td>
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<tr>
<td>CHM 301</td>
<td>Fundamental Physical Chemistry</td>
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<tr>
<td>&amp; 230L</td>
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Chemistry (BS)

CHM 381 Scientific Literature and Communication 1
CHM 480 Communicating Concepts in Chemistry 1
BCH 301 Introduction to Biochemistry 4
& 301L and Introduction to Biochemistry Laboratory
Chemistry or Biochemistry Elective 1 3
BIO 111 Introductory Biology I 4
& 111L and Introductory Biology Laboratory I
BIO 112 Introductory Biology II 4
& 112L and Introductory Biology Laboratory II
MAT 111 Calculus I 4
MAT 141 Inferential Statistics and Computers for Science 4
PHY 201 and University Physics I Laboratory 4
PHY 202 and University Physics II Laboratory 4

Required Education Courses
EDS 101 Human Growth and Social Development: Adolescence 3
EDU 250 Foundations of Education 3
SPE 341 Inclusive Strategies 3
EDS 223 Foundations of Adolescent Literacy 3
EDS 360 Evaluation and Teaching Strategies 3
EDS 405 Methods of Teaching Science: Adolescence 3

Total Credits 77

1 Any 300- or 400-level CHM or BCH course counts for this requirement as well as CHM 104 and GEO 325. However, CHM 481 does not satisfy this requirement.

Master’s Degree in Education

The education curriculum is provided below for the MSeD portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
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</tr>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
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</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
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<tr>
<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
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<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
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<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence or EDS 402</td>
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<tr>
<td>or EDS 403</td>
<td>Methods of Teaching English: Adolescence</td>
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<td>or EDS 405</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
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<tr>
<td>SPE 640</td>
<td>Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions</td>
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<td>SPE 652</td>
<td>Functional Curriculum for Students with Severe Disabilities and ASD</td>
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<td>SPE 649</td>
<td>Transition Issues for Adolescents with Disabilities</td>
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<tr>
<td>SPE 580</td>
<td>Classroom Management</td>
<td>3</td>
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<tr>
<td>SPE 631</td>
<td>Reading and Writing Process for Students with Learning and Behavioral Disorders</td>
<td>3</td>
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<tr>
<td>EDU 615</td>
<td>Research Methods</td>
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<tr>
<td>SPE 644</td>
<td>Collaborative Practices on a Transdisciplinary Team</td>
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<tr>
<td>EDU 556</td>
<td>Assessment for Diverse Learners</td>
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<td>SPE 698</td>
<td>Seminar in Teaching and Assessment</td>
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<td>SPE 693</td>
<td>Student Teaching</td>
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<tr>
<td>SPE 697</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 595</td>
<td>Child Abuse Workshop</td>
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<tr>
<td>EDU 596</td>
<td>Prevention of School Violence Workshop</td>
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</tr>
<tr>
<td>EDU 597</td>
<td>Dignity for All Students Workshop</td>
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<tr>
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</table>

Roadmap

Freshman

Fall | Spring
--- | ---
CHM 111 & 111L | CHM 112 & 112L
BCH 301 & 301L | CHM/BCH Elective

Sophomore

Fall | Spring
--- | ---
CHM 227 & 227L | CHM 230 & 230L
PHY 201 & 201L | PHY 202 & 202L
EDU 250 | SPE 341
EDU 356 | SPE 649
SPE 311 | EDU 615
EDU 356 |
SPE 644 |

Fifth Year

Fall | Spring
--- | ---
SPE 580 | EDU 595
SPE 631 | EDU 596
SPE 640 | EDU 597
SPE 698 | SPE 693
SPE 697 |
Classics (BA)

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction

The Classics major at Canisius is designed to accommodate students interested in ancient Greek, Roman, and Mediterranean culture. We offer three tracks of study: Greek Language and Hellenic Studies (CLSG), Latin Language and Roman Studies (CLSL), and Classical Studies (CLSS). Please see the Classics website (https://www.canisius.edu/academics/programs/classics/) for a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities.

Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Classics.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Major Experiences

Classics majors are encouraged to become members of the Canisius Classics Club and to attend the weekly departmental Classics Tea@2. Majors are also encouraged to participate in events sponsored by the Institute for Classical and Medieval Studies (https://blogs.canisius.edu/icms/). Exceptional majors will be invited to become members of Eta Sigma Phi, the national Classics Honor Society.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

A major in Classics is a perfect complement to majors in a broad range of disciplines — particularly Art History, Creative Writing, English, European Studies, History, Modern Languages, Political Science, Philosophy, and Religious Studies — and an excellent major for Canisius’ new 3+3 Accelerated BA Plus JD program (https://www.canisius.edu/academics/programs/pre-law/33-accelerated-ba-or-bs-plus-jd/) or second major for students interested in a career in medicine.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 103</td>
<td>Greek History</td>
<td>3</td>
</tr>
<tr>
<td>or CLS 104</td>
<td>Roman History</td>
<td></td>
</tr>
<tr>
<td>CLS 205</td>
<td>Ancient Greece: Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>or CLS 206</td>
<td>Ancient Rome: Culture and Society</td>
<td></td>
</tr>
</tbody>
</table>

Tracks

Select one of the following: 30

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek Language and Hellenic Studies Track/CLSG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latin Language and Roman Studies Track/CLSL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classical Studies Track/CLSS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 36

Greek Language and Hellenic Studies Track/CLSG

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Classical Greek (CLG) courses (at least 6 credits at the 300 level or above)</td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>4 Major electives (no more than two may be Interdepartmental)</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 30
Latin Language and Roman Studies Track/CLSL

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Latin (CLL) courses (at least 6 credits at the 300 level or above)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>4 Major electives (no more than two may be Interdepartmental)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
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</table>

Classical Studies Track/CLSS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Classical Greek (CLG) OR 4 Latin (CLL) courses (at least 6 credits at the 200 level or above)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>6 Major electives (no more than two may be Interdepartmental)</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
<td></td>
</tr>
</tbody>
</table>

Major Electives

Any CLG, CLL, or CLS course not used as a required course within the major may serve as a Classics elective.

Departmental Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLG 101</td>
<td>Elementary Greek I</td>
<td>3</td>
</tr>
<tr>
<td>CLG 102</td>
<td>Elementary Greek II</td>
<td>3</td>
</tr>
<tr>
<td>CLG 203-CLG 218</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLG 306-CLG 318</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLG 400</td>
<td>Paideia</td>
<td>3</td>
</tr>
<tr>
<td>CLL 101</td>
<td>Elementary Latin</td>
<td>3</td>
</tr>
<tr>
<td>CLL 102</td>
<td>Elementary Latin II</td>
<td>3</td>
</tr>
<tr>
<td>CLL 201-CLL 218</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLL 301-CLL 318</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>CLL 400</td>
<td>Humanitas</td>
<td>3</td>
</tr>
<tr>
<td>CLS 103</td>
<td>Greek History</td>
<td>3</td>
</tr>
<tr>
<td>CLS 104</td>
<td>Roman History</td>
<td>3</td>
</tr>
<tr>
<td>CLS 205</td>
<td>Ancient Greece: Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>CLS 206</td>
<td>Ancient Rome: Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>CLS 207</td>
<td>Mythology and Literature</td>
<td>3</td>
</tr>
<tr>
<td>CLS 209</td>
<td>Greek and Roman Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>CLS 211</td>
<td>Archaeology of Pompeii</td>
<td>3</td>
</tr>
<tr>
<td>CLS 212</td>
<td>Borders, Walls, and Immigrants in the Ancient World</td>
<td>3</td>
</tr>
<tr>
<td>CLS 214</td>
<td>Greek and Roman Tragedy</td>
<td>3</td>
</tr>
<tr>
<td>CLS 219</td>
<td>Animals in the Ancient World</td>
<td>3</td>
</tr>
<tr>
<td>CLS 220</td>
<td>Greek and Latin Roots of Medical Terminology</td>
<td>3</td>
</tr>
<tr>
<td>CLS 300</td>
<td>Roman Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>CLS 301</td>
<td>Culture and Crisis in Rome: The Final Decades of the Roman Republic</td>
<td>3</td>
</tr>
<tr>
<td>CLS 308</td>
<td>Pagans and Christians</td>
<td>3</td>
</tr>
<tr>
<td>CLS 309</td>
<td>Greek and Roman Religion</td>
<td>3</td>
</tr>
<tr>
<td>CLS 311</td>
<td>Alexander the Great</td>
<td>3</td>
</tr>
</tbody>
</table>

Interdepartmental Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 230</td>
<td>Introduction to Archaeology</td>
<td>3</td>
</tr>
<tr>
<td>FAH 101</td>
<td>Cave Paintings, the Colosseum &amp; Cathedrals</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAH 210</td>
<td>Ancient Egyptian and Near Eastern Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 213</td>
<td>Greek and Roman Art</td>
<td>3</td>
</tr>
<tr>
<td>HIS 106</td>
<td>The Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 203</td>
<td>Castles, Bones and Battleaxes: Material Culture of the Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>HON 110</td>
<td>Western Tradition I</td>
<td>3</td>
</tr>
<tr>
<td>RST 201</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>PHI 300</td>
<td>History of Philosophy I</td>
<td>3</td>
</tr>
<tr>
<td>RST 325</td>
<td>Early Christianity</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Course Considerations

Classics majors who are interested in pursuing graduate work in Classics are encouraged to enroll in German and French language courses.

Roadmap

Recommended Semester Schedule for Major Course Requirements

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select one of the following:</td>
<td>Select one of the following:</td>
</tr>
<tr>
<td>AND one of the following:</td>
<td>AND one of the following:</td>
</tr>
<tr>
<td>Greek track: CLG 101 (Elementary Greek I)</td>
<td>Greek track: CLG 102 (Elementary Greek II)</td>
</tr>
<tr>
<td>Latin track: CLL 101 (Elementary Latin I)</td>
<td>Latin track: CLL 102 (Elementary Latin II)</td>
</tr>
<tr>
<td>Classical Studies track: CLG 101 or CLL 101</td>
<td>Classical Studies track: continue language taken in fall (CLG 102 or CLL 102)</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics Major elective</td>
<td>Classics Major elective</td>
</tr>
<tr>
<td>AND one of the following:</td>
<td>AND one of the following:</td>
</tr>
<tr>
<td>Greek track: CLG 200-level</td>
<td>Greek track: CLG 200-level</td>
</tr>
<tr>
<td>Latin track: CLL 200-level</td>
<td>Latin track: CLL 200-level</td>
</tr>
<tr>
<td>Classical Studies track: CLG 200-level or CLL 200-level</td>
<td>Classical Studies track: CLG 200-level or CLL 200-level</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics Major elective</td>
<td>Classics Major elective</td>
</tr>
<tr>
<td>AND one of the following:</td>
<td>AND one of the following:</td>
</tr>
<tr>
<td>Greek track: CLG 300 or 300-level</td>
<td>Greek track: CLG 300-level</td>
</tr>
<tr>
<td>Latin track: CLL 200 or 300-level</td>
<td>Latin track: CLL 300-level</td>
</tr>
<tr>
<td>Classical Studies track: one additional major elective</td>
<td>Classical Studies track: one additional major elective</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics Major elective</td>
<td>Classics Major elective</td>
</tr>
<tr>
<td>AND one of the following:</td>
<td>AND one of the following:</td>
</tr>
<tr>
<td>Greek track: CLG 300-level</td>
<td>Greek track: CLG 400 (Core Capstone)</td>
</tr>
</tbody>
</table>

1. 6 CLG credits strongly recommended for students on CLS-Latin track.
2. 6 CLL credits strongly recommended for students on CLS-Greek track.
Learning Goals & Objectives

CONTENT:

Learning Goal 1
Students will develop proficiency in ancient Greek and/or Latin.
Students will:
- Objective A: Demonstrate mastery of vocabulary, lexical skills, grammar, and syntax.
- Objective B: Produce a sound English translation of a Greek or Latin text which illustrates clear understanding of the text’s meaning.

Learning Goal 2
Students will develop a command of ancient Greek and/or Roman literature and history.
Students will:
- Objective A: Distinguish various features associated with major Greek and/or Latin authors and literary genres.
- Objective B: Contextualize various people, events, and artifacts important to the study of Greek and/or Roman history and historiography.

SKILLS:

Learning Goal 3
Students will develop proficiency in the use of reference works and databases central to the discipline of Classics.
Students will:
- Objective A: Compile a bibliography on a classical subject, work, or author using standard Classics reference works and databases.
- Objective B: Write a paper on a classical subject, work, or author which incorporates specific Greek and/or Latin words or phrases and illustrates proficiency in using standard Classics reference works and databases.

HUMANITAS:

Learning Goal 4
STUDENTS WILL DEVELOP A SENSE OF CONNECTION BETWEEN THE STUDY OF CLASSICS AND CARE FOR OTHERS THROUGH CLASSES AND ACTIVITIES ASSOCIATED WITH THE MAJOR.
Students will:
- Objective A: Engage in a service learning opportunity designed by themselves with the guidance of department faculty and write a reflective essay about the experience.

Minors

Classics Minor
A minor in Classics complements the disciplines of Art History, Creative Writing, English, History, Modern Languages, Political Science, Philosophy, Religious Studies, and it is especially beneficial for students interested in careers in law or medicine. Classics minors are encouraged to become members of the Canisius Classics Club, to attend the weekly departmental Classics Tea@2, and to participate in events sponsored by the Institute for Classical and Medieval Studies (https://blogs.canisius.edu/icms/).

Students must complete the appropriate minor request form.

Students who wish to minor in Classics must meet the following requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLG</td>
<td>Classical Language (CLG or CLL) Required Courses</td>
<td></td>
</tr>
<tr>
<td>Two semesters of Greek or Latin (CLG OR CLL)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Classical (CLS) Required Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLS 103</td>
<td>Greek History</td>
<td>3</td>
</tr>
<tr>
<td>or CLS 104</td>
<td>Roman History</td>
<td></td>
</tr>
<tr>
<td>CLS 205</td>
<td>Ancient Greece: Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>or CLS 206</td>
<td>Ancient Rome: Culture and Society</td>
<td></td>
</tr>
<tr>
<td>Classics Electives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two upper-level electives from the following:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Any CLG, CLL, or CLS courses at the 200-level or above</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAH 210</td>
<td>Ancient Egyptian and Near Eastern Art</td>
<td></td>
</tr>
<tr>
<td>FAH 213</td>
<td>Greek and Roman Art</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Medieval Studies Minor
The minor in Medieval Studies is an interdisciplinary program designed to explore the events, peoples, arts, and ideas of the fifth through fifteenth centuries and to examine how medieval society and culture shaped our own world. A formative cultural and historical period, the middle ages were a bridge between the ancient and modern worlds for such institutions as law and the university. They marked the formation of Christendom and of the Islamic world, and they saw great developments in intellectual and philosophical thought, commerce and trade, and other notable areas. Students in the minor will gain awareness of this past which, although different from our own, had a critical influence on our modern world. The interdisciplinary nature of the minor provides a solid foundation especially for understanding the humanities and social sciences and sharpens critical thinking and writing skills.

The Medieval Studies minor was established by the faculty of Canisius’ Institute for Classical and Medieval Studies, with departments of Art History, Classics, English, History, Music, Philosophy, and Religious Studies and Theology offering courses that will satisfy requirements. Medieval Studies minors benefit immensely from interaction with faculty from these different departments. They also are invited to participate in all ICMS events, including developing and presenting their own research at ICMS seminars.
Students who wish to minor in Medieval Studies should contact the Classics Department Chair.

To minor in Medieval Studies students must meet the following requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 106</td>
<td>The Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>FAH 224</td>
<td>Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>CLL 101 &amp; CLL 102</td>
<td>Elementary Latin II</td>
<td>6</td>
</tr>
<tr>
<td>ENG 233</td>
<td>The Quest in Medieval Literature (ENG 233 preferred)</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 301</td>
<td>British Literature I</td>
<td></td>
</tr>
<tr>
<td>Any CLL course</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ENG 301</td>
<td>British Literature I</td>
<td></td>
</tr>
<tr>
<td>or ENG 233</td>
<td>The Quest in Medieval Literature</td>
<td></td>
</tr>
<tr>
<td>FAH 101</td>
<td>Cave Paintings, the Colosseum &amp; Cathedrales</td>
<td></td>
</tr>
<tr>
<td>FAM 216</td>
<td>Medieval and Renaissance Music</td>
<td></td>
</tr>
<tr>
<td>HIS 203</td>
<td>Castles, Bones and Battleaxes: Material Culture of the Medieval World</td>
<td></td>
</tr>
<tr>
<td>HON 110</td>
<td>Western Tradition I</td>
<td></td>
</tr>
<tr>
<td>PHI 300</td>
<td>History of Philosophy I</td>
<td></td>
</tr>
<tr>
<td>RST 219</td>
<td>History of Eastern Orthodox Christianity</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

1 Students with a background in Latin may substitute upper-level Latin courses.

Courses

Classics (CLS) (p. 128); Greek (CLG) (p. 129); Latin (CLL) (p. 130)

Classics--CLS

CLS 103 Greek History 3 Credits
Social, political, and intellectual history of the Greeks from the end of the Bronze Age to the Hellenistic period.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: every fall.

CLS 104 Roman History 3 Credits
Social, political, and intellectual history of Rome from the foundation of the city to late antiquity.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: every spring.

CLS 205 Ancient Greece: Culture and Society 3 Credits
Fundamental social, political, moral, religious, and intellectual aspects of the human condition as reflected in a variety of Greek writers, art, and artifacts.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: once a year.

CLS 206 Ancient Rome: Culture and Society 3 Credits
Fundamental social, political, moral, religious, and intellectual aspects of the human condition as reflected in a variety of Roman writers, art, and artifacts.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: once a year.

CLS 207 Mythology and Literature 3 Credits
Origin, content, and interpretation of the major classical myths. Modern approaches to mythology, influence upon literature and ethical principles and theories.
Fulfills College Core: Ethics, Field 3 (Literature and the Arts)
Offered: fall & spring.

CLS 209 Greek and Roman Archaeology 3 Credits
History, methods, major sites, and current topics in Greek and Roman Archaeology from the Bronze Age through Late Antiquity.
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: spring of odd-numbered years.

CLS 211 Archaeology of Pompeii 3 Credits
On August 24th, 79 C.E., Mt. Vesuvius erupted and destroyed the towns of Pompeii and Herculaneum, as well as countless farms and villas in the countryside. The ash and pyroclastic flows killed all who had not yet fled, and preserved the cities in the moment of their destruction. Their archaeological rediscovery in the 1700s led to 250 years of excavations which have continued to provide us with astonishing evidence about the people who lived and died in the shadow of Vesuvius. Every aspect of ancient life is represented in these two towns—poor and rich, free and enslaved, work and leisure, religion, politics, art, food, and even sex. If you want to know what it was like to live in the Roman Empire, don’t go to Rome—come to Pompeii!
Prerequisite: None. Corequisite: None.
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: spring of even-numbered years.

CLS 212 Borders, Walls, and Immigrants in the Ancient World 3 Credits
Examination of momentous migrations and displacements around the Mediterranean (Greek colonization, Roman veteran settlement, Gothic invasions), from the Bronze Age to the Middle Ages; the economic, religious, social, and political motivations; the impact; Greco-Roman concepts of borders and “Frontier”; case studies (Hadrian’s Wall); themes in immigration studies, including theories of assimilation/resistance, diaspora, ethnicity, and identity.
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: occasionally.

CLS 214 Greek and Roman Tragedy 3 Credits
Study of Greek and Roman tragedy, its origins, cultural setting, staging, performance, and influence. Readings from Aeschylus, Sophocles, Euripides, and Seneca.
Fulfills College Core: Ethics, Field 3 (Literature and the Arts), Oral Communication
Offered: fall & spring.

CLS 216 Race and Ethnicity in the Ancient World 3 Credits
This course will explore ancient theories on race and ethnicity from Homer to Late Antiquity and how these theories have been read and internalized in modern times, with a special emphasis on their influence on the construction of identity and race in the modern United States. Through the study of a broad range of ancient texts in translation, we will investigate how ancient Greeks and Romans talked about, represented, and attempted to understand and categorize human diversity — what we call race and ethnicity.
Prerequisite: none. Corequisite: none.
Fulfills College Core: Diversity, Field 4 (History)
Offered: fall of even-numbered years.
CLS 219 Animals in the Ancient World 3 Credits
This course studies the role animals played in ancient human societies through their use and function in mythology, religious thought, literature, social identity, and rituals, and in how they were analyzed and imagined. Students learn what the study of archaeology, art, literature, and anthropology tell us about the cultural importance of animals to ancient civilizations. A range of archaeological and anthropological evidence will be analyzed and discussions will be based on contemporary critical animal theory. Students also read a broad range of texts in translation (including epic, fable, novel, philosophy, natural science) and explore themes of sacrifice, initiation, metamorphosis, animal culture, and the customs and ethics of eating animals, and of using them for military purpose, entertainment or spectacle.
Prerequisite: None. Corequisite: None.
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: occasionally.

CLS 220 Greek and Latin Roots of Medical Terminology 3 Credits
An introductory course on the fundamental Greek and Latin roots of medical terminology in preparation for a career in the health sciences professions. Acquire knowledge to understand, speak, and write the language of contemporary medicine by learning how to analyze roots, prefixes, and suffixes, and their predictable patterns of combinations. Material covered includes anatomy, all systems of the human body, psychology and substance terminology, along with basic language history, linguistic principles, and etymology.
Offered: occasionally.

CLS 300 Roman Law and Society 3 Credits
Exploration of major concepts and principles of Roman law and the society in which they developed. Studies of cases from the writings of Roman jurists.
Fulfills College Core: Field 5 (Social Sciences), Justice, Oral Communication
Offered: anticipated fall 2021.

CLS 301 Culture and Crisis in Rome: The Final Decades of the Roman Republic 3 Credits
Introduction to Roman culture and politics in the first century BCE; careful examination of the vibrant literary, intellectual, judicial, and social environment amid political crises that ended with Rome's transition from republic to empire.
Fulfills College Core: Advanced Writing-Intensive, Field 3 (Literature and the Arts)
Offered: occasionally.

CLS 306 Blood, Pus, and Vomit: Studying Ancient Medicine 3 Credits
This course is a survey of the art of medicine in the ancient Mediterranean: what causes medical problems and what those problems were, how diagnoses were determined, the treatments available and who administered them, and how each society learned from the others. The course begins with ancient Mesopotamia, then turns attention to Egypt, Greece, the Hellenistic world, and finally the Roman empire. Concentration is on the ancient world, but the course includes discussion of the techniques and theories developed then which were still being taught in medical schools in the 19th century and beyond.
Prerequisite: none. Corequisite: none.
Fulfills College Core: Oral Communication
Offered: spring of even-numbered years.

CLS 308 Pagans and Christians 3 Credits
Religious thought and action from the 3rd through 8th centuries A.D. The idea of the holy; manifestations of the sacred; body, soul, and cosmos; Christianity and classical culture; Neoplatonism.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: anticipated spring 2020.

CLS 309 Greek and Roman Religion 3 Credits
Religious thought and action in ancient Greece and Rome from Homer through the 2nd century A.D. Polytheism, anthropomorphism, ritual, cult and sacrifice.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness, Oral Communication
Offered: every fall.

CLS 311 Alexander the Great 3 Credits
Philip II and the rise of Macedon, Alexander's personality, his conquests, and the social, political, and intellectual consequences of his reign. Hellenistic culture.
Fulfills College Core: Global Awareness
Offered: anticipated spring 2022.

CLS 314 The Decline and Fall of the Roman Empire 3 Credits
Imperial crisis and recovery of the third century, Constantine and Christianity, barbarian invasions, social, political, and intellectual developments in the Byzantine East and Latin West. Historiography of the "Decline and Fall:"
Offered: anticipated spring 2021.

CLS 499 Independent Study 3-6 Credits
Directed research on a selected topic. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.
Offered: occasionally.

Greek--CLG

CLG 101 Elementary Greek I 3 Credits
Intensive introduction to the grammar, syntax, and vocabulary of classical Greek. Selected readings. Fall.
Offered: every fall.

CLG 102 Elementary Greek II 3 Credits
Intensive introduction to the grammar, syntax, and vocabulary of classical Greek. Selected readings.
Prerequisite: CLG 101 or permission of instructor.
Offered: every spring.

CLG 203 Greek Literature: Homer 3 Credits
Selected readings from Homer.
Prerequisite: CLG 102 or permission of instructor.

CLG 204 Greek Literature: Euripides 3 Credits
Study of the genre of Greek tragedy with readings of one or more tragedies of Euripides.
Prerequisite: CLG 101 and CLG 102.
Offered: occasionally.

CLG 208 Greek Historians 3 Credits
Selected Greek historical authors, genres, or themes.
Prerequisite: CLG 102 or permission of instructor.

CLG 209 Greek Historians: Xenophon 3 Credits
Selected readings from Xenophon.
Prerequisite: CLG 102 or permission of instructor.

CLG 213 Greek Philosophers 3 Credits
Book I of Plato's Republic and related texts.
Prerequisite: CLG 102 or permission of instructor.

CLG 214 Readings in Greek Philosophy 3 Credits
Heraclitus and Book 1 of Aristotle's Nicomachean Ethics.
Prerequisite: CLG 102 or permission of instructor.
Offered: occasionally.
CLG 303 Readings in Greek: Homer
Selected readings from Homer.
Prerequisite: CLG 102 or permission of instructor.

CLG 305 Readings in Greek Literature: Daphnis and Chloe
Longus' Daphnis and Chloe.
Prerequisite: CLG 102 or permission of instructor.

CLG 306 Readings in Greek Literature
Selected Greek historical authors, genres, or themes.
Prerequisite: CLG 102 or permission of instructor.

CLG 307 Readings in Greek Literature
Selected Greek literary authors, genres, or themes.
Prerequisites: CLG 102 or permission of instructor.
Offered: occasionally.

CLG 308 Readings in Greek History: Sources for Athenian History
Selected Inscriptions and portions the Constitution of Athens attributed to Aristotle.
Prerequisite: CLG 102 or permission of instructor.

CLG 314 Readings in Greek Philosophy
Heraclitus and Book 1 of Aristotle's Nicomachean Ethics.
Prerequisites: CLG 102 or permission of instructor.
Offered: occasionally.

CLG 400 Paideia
Selected Greek authors, texts, themes, or genres.
Prerequisite: at least two semesters of CLG courses, completion of all other core curriculum requirements, & permission of the chair or instructor.

CLG 499 Independent Study: Greek
Directed research on a selected topic. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Latin--CLL

CLL 102 Elementary Latin
Intensive introduction to the grammar, syntax, and vocabulary of classical Latin. Selected readings.
Offered: every fall.

CLL 102 Elementary Latin II
Intensive introduction to the grammar, syntax, and vocabulary of classical Latin. Selected readings.
Prerequisite: CLL 101, or one year of high school Latin through the senior year, or permission of instructor.
Offered: every spring.

CLL 201 Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 203 Roman Comedy
Close reading and analysis of selected comedies from Plautus and Terence. Study of the relation to Greek new Comedy, colloquial Latin language, and social structures in Rome revealed in the plays.
Prerequisite: CLL 102 or permission of instructor.
Offered: occasionally.

CLL 204 Readings in Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 205 Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 206 Latin Poetry: Catullus
Careful study of the themes, style, and meters of Catullus' poems, his place in the tradition of Latin poetry, and his influence on later poets. Requires prior study of Latin or permission of instructor.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

CLL 207 Latin Literature
Readings in selected Latin literary authors, genres, or themes.
Prerequisites: at least two years of Latin in high school through the senior year, or CLL 102, or permission of instructor.
Offered: occasionally.

CLL 210 Roman Historians
Close reading and analysis of selections from one or more of the Latin historians. Sallust, Livy and Tacitus.
Prerequisite: CLL 102 or permission of instructor.
Offered: occasionally.

CLL 211 Latin Biography
Selections from Latin biographers.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 213 Roman Philosophers
Selected Roman philosophical authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 301 Readings in Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 304 Readings in Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 305 Readings in Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 307 Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 308 Latin Literature
Selected Latin literary authors, genres, or themes.
Prerequisite: CLL 102, or two years of high school Latin through the senior year, or permission of instructor.

CLL 310 Roman Historians
Close reading and analysis of selections from one or more of the Latin historians. Sallust, Livy and Tacitus.
Prerequisite: CLL 102 or permission of instructor.

CLL 350 Latin Composition
CLL 350 aims to increase mastery of the Latin language by a systematic review of syntax, the close reading of passages of Caesar, Cicero, and other major Latin authors, and the translation of English sentences and short passages of accelerated difficulty into Latin. This course is primarily online, but there will be a few face-to-face class meetings.
Prerequisite: Four semesters of college Latin or equivalent required.
Corequisite: Students enrolled in CLL 350 must be simultaneously enrolled in an upper-level Latin literature course.
Offered: This course will be offered only on an as-needed basis.
Clinical Laboratory Science (BS)

Director: Robert Grebenok, PhD (grebenor@canisius.edu)

Introduction

Medical Laboratory Scientists perform tests to help diagnose and treat disease and maintain wellness. Medical laboratory data is the basis of up to 80 percent of all medical diagnoses. Advances in technology and prescription medical treatment, the mapping of the human genome, and the aging of America’s population all contribute to the growing national demand for clinical lab professionals. Our program prepares graduates to analyze human blood, tissues and body fluids which aid in the diagnosis, treatment, and prevention of diseases. Medical Laboratory Scientists conduct such tests as typing and cross matching of blood and blood components, drug monitoring (for therapeutic and illegal drugs), identifying infectious microorganisms and their susceptibility to specific treatments, determining a patient’s genetic predisposition to a variety of inherited diseases, and identifying anemias, leukemia and other blood disorders. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Medical Laboratory Science website (https://www.canisius.edu/academics/programs/medical-laboratory-science/).

The interdisciplinary curriculum of the Medical Laboratory Science major is concentrated in the natural sciences with special emphasis on biology and chemistry. Students take classes on campus for the first three years of the program and spend their senior year in either an 11-month or a 51-week hospital based clinical internship. During the clinical internship, students study the full range of clinical laboratory fields including hematology, clinical chemistry, immunology, microbiology, histology and immunohematology.

At Canisius, this learning experience is one of quality and value enhanced by small class sizes. The full-time professors you will encounter are trained professionals who hold doctoral degrees in their areas of expertise. During the clinical internship, the faculty will consist of PhDs, pathologists, clinical laboratory scientists, and others recognized for their experience in the various sub-specialties of laboratory medicine.

To be successful in the profession, you must be licensed by the New York State Office of the Professionals. To learn more information about the licensure program please go to the NYSED website (http://www.op.nysed.gov/).

Qualifications

The program is a rigorous one, with very modest flexibility. The course offerings reflect the solid background in the sciences required for the internship experience. During the student's junior year, application is made to accredited hospital schools of medical technology. The burden of acceptance into a hospital program rests with the students. Canisius currently affiliates with the Rochester General Hospital School of Medical Technology (Rochester, NY) and UPMC Chautauqua WCA Hospital School of Medical Technology (Jamestown, NY). Students are enrolled as Canisius students while completing the hospital program. Because this program requires a competitive application into the hospital based clinical year, we recommend a minimum GPA of at least 3.00 with a strong performance in the upper level sciences.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

(20 courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 114 &amp; 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>Biochemistry and Cell Biology I and Biochemistry and Cell Biology Lab I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212 &amp; 212L</td>
<td>Biochemistry and Cell Biology II and Biochemistry and Cell Biology Lab II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307 &amp; 307L</td>
<td>Microbiology and Microbiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 426 &amp; 426L</td>
<td>Immunohemistry and Immunohemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Student Learning Goal 1
Medical Laboratory Science majors will possess the scientific knowledge and laboratory skills to be competent and contributing members of the health-care delivery system. (Science)
Students will:
- Objective A: Demonstrate foundational knowledge in inorganic chemistry, organic chemistry, biochemistry, anatomy and physiology, microbiology, immunology, and statistics
- Objective B: Understand the components of the diagnostic process and the role of the clinical laboratory; and
- Objective C: Perform and interpret results of clinical laboratory tests including: blood bank, urinalysis and other body fluids, chemistry, hematology, immunology, and microbiology.

Student Learning Goal 2
Medical Laboratory Science majors will effectively communicate audience specific medical and scientific information. (Communication)
Students will:
- Objective A: Accurately record laboratory results;
- Objective B: Effectively communicate laboratory results to others; and
- Objective C: Use appropriate information to explain laboratory tests and results.

Student Learning Goal 3
Medical laboratory Science majors will demonstrate professional and ethical behavior. (Professionalism)
Students will:
- Objective A: exhibit appropriate patient interaction and confidentiality;
- Objective B: Objective B: adhere to safety guidelines and regulations; and
- Objective C: demonstrate positive and constructive interactions with peers, medical team, and patients.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MDT 280 Seminar: Sophomore Level I</td>
<td>1</td>
</tr>
<tr>
<td>MDT 380 Seminar: Junior Level I</td>
<td>1</td>
</tr>
<tr>
<td>MDT 400 Hospital Rotation: Med Tech I</td>
<td>1</td>
</tr>
<tr>
<td>MDT 401 Hospital Rotation: Med Tech II</td>
<td>1</td>
</tr>
<tr>
<td>CHM 227 Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 228 Organic Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MAT 141 Inferential Statistics and Computers for Science</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 88-90

Communication Studies (BA)

Chair: John S. Dahlberg, PhD

Introduction
The Communication Studies major is grounded firmly in the liberal arts tradition. The Communication Studies curriculum reflects an equal interest in what is communicated within and between cultures and in how communication takes place in relational (intrapersonal/interpersonal), organizational and mediated contexts. The department’s curriculum addresses three major facets of the academic study of communication: theory, criticism and professional skills. In the Communication Studies program, students examine the dynamic nature of modern communication processes and technologies by emphasizing the theory, structure, function, value systems and effects of society’s communication institutions. In practical terms, students examine how we communicate as families, couples and friends. We study how we interact in work and corporate settings; how we persuade and are persuaded, as individuals, professionals and intended targets; and how we affect others through various media, from oral to written to electronic to digital. The program offers students a variety of opportunities to acquire professional knowledge, skills and production competencies relevant to diverse careers in many communication-related fields. Recognizing the need to prepare students for productive lives in a changing world, the department aims at educating its graduates to welcome change. In a rapidly changing and highly competitive job market, the Communication Studies faculty provides the foundation on which to build meaningful roles in the contemporary world. Students may concentrate in Media Studies, Advertising and Public Relations, and/or Relational/Organizational Communication. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please
go to the Communications Studies website (https://www.canisius.edu/academics/programs/communication-studies/).

Qualifications
Majors must have a cumulative GPA of at least 2.0, a minimum grade of C- in all communication courses, and a minimum overall average of 2.0 in all communication coursework. Performance of majors is subject to review relative to their continuation in the program. Communication Studies majors select an academic concentration within the Communication major and need at least 36 hrs. of communication courses (33 hrs. for double majors).

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Communication Studies majors are assigned an advisor at the beginning of their freshman year. If you are a transfer into the Communication Studies major or you do not have an advisor, please contact the Communication Studies departmental office at 716-888-2115 so that an advisor can be assigned to you.

Major Experiences

Internships
Internships (COM 488, COM 498) awarding up to a maximum of 12 credit hours may be earned by qualified Communication Studies majors at approved locations in Buffalo or other cities. The internships are individually arranged, require department approval and are available only to junior or senior candidates with a cumulative GPA of at least 2.5 and a Communication average of at least 2.7. Internships are taken on a Pass/Fail basis and are counted towards free elective credit. Students are encouraged to plan early to do internships during their junior and senior years. Interested majors should consult with their advisor or see the department chair for more information.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Double majors with Communication Studies are available with the permission and guidance of both chairs. Students complete a minimum of 33 credit hours of communication courses. Communication Studies dual major sequences allow several different choices; among those most frequently involved are digital media arts, journalism, political science, psychology, sociology, English, creative writing, history, marketing and modern languages. Each Communication Studies and dual major is assigned a department faculty advisor for the purpose of planning an individual program that will satisfy the department’s requirements and the student’s personal goals. Course selections develop from communication major requirements, prerequisites, recommended sequences and communication electives. Communication Studies students who are double majors and successfully complete 3 or more credit hours in Internships (COM 488, COM 498) are required to complete 30 hours of in-class credit in order to complete the Communication Studies major (i.e., not 33 or 36 in-class hours).

Students interested in declaring double majors within the Department of Communication (Communication Studies (p. 132), Digital Media Arts (p. 150), Integrated Marketing Communication (p. 198), or Journalism (p. 203)) will be allowed to share a maximum of 9 credits between the two majors. This requires 24 distinct credits for communication studies, 27 distinct credits for digital media arts, 36 distinct credits for integrated marketing communication, and 24 distinct credits for journalism. Additionally, for students with a double major outside the Department of Communication, students may double count up to 9 credit hours of electives between the two majors. Please note, however, that the second major may not necessarily allow double counting of credits. For more information, please contact the department chair.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 202</td>
<td>Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>COM 203</td>
<td>Writing for the Public Media</td>
<td>3</td>
</tr>
</tbody>
</table>

Students interested in declaring double majors within the Department of Communication (Communication Studies (p. 132), Digital Media Arts (p. 150), Integrated Marketing Communication (p. 198), or Journalism (p. 203)) will be allowed to share a maximum of 9 credits between the two majors. This requires 24 distinct credits for communication studies, 27 distinct credits for digital media arts, 36 distinct credits for integrated marketing communication, and 24 distinct credits for journalism. Additionally, for students with a double major outside the Department of Communication, students may double count up to 9 credit hours of electives between the two majors. Please note, however, that the second major may not necessarily allow double counting of credits. For more information, please contact the department chair.
<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 205</td>
<td>Mass Communication and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 206</td>
<td>Introduction to Research Methods</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select 3 electives from one of the COM concentrations</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Select 3 additional major electives</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

1 Double majors in Communications and another social science (e.g., Political Science, Psychology, Sociology, or Criminal Justice) may elect to substitute PSY 202, SOC 342, ANT 351, or HSV 303. Please consult with your advisor or the department chair for details.

2 Students can elect to complete the balance of credits from any approved COM electives. Students are free to take any number of COM electives beyond the required 36 credits (33 for double majors), to fulfill their free elective credit needs.

## Concentration Courses

### Relational/Organizational Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 304</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 308</td>
<td>Social Media Effects</td>
<td>3</td>
</tr>
<tr>
<td>COM 318</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 319</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>COM 327</td>
<td>Gender Differences in Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 335</td>
<td>Communication and Personality</td>
<td>3</td>
</tr>
<tr>
<td>COM 337</td>
<td>Constructive Uses of Humor</td>
<td>3</td>
</tr>
<tr>
<td>COM 350</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 354</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COM 359</td>
<td>Communication and Sports</td>
<td>3</td>
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### Advertising/Public Relations Communication

<table>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 308</td>
<td>Social Media Effects</td>
<td>3</td>
</tr>
<tr>
<td>COM 311</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 312</td>
<td>Public Relations: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>COM 315</td>
<td>Advertising and the Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>COM 320</td>
<td>Advertising Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 330</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 340</td>
<td>Media Relations</td>
<td>3</td>
</tr>
<tr>
<td>COM 348</td>
<td>Environmental Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 353</td>
<td>Advertising Account Strategies</td>
<td>3</td>
</tr>
<tr>
<td>COM 411</td>
<td>Advertising Campaigns</td>
<td>3</td>
</tr>
<tr>
<td>COM 412</td>
<td>Public Relations Case Studies</td>
<td>3</td>
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<tr>
<td>COM 414</td>
<td>Issues in Integrated Marketing Communications</td>
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<tr>
<td>COM 422</td>
<td>Public Relations Campaigns</td>
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### Media Studies Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>COM 308</td>
<td>Social Media Effects</td>
<td>3</td>
</tr>
<tr>
<td>COM 325</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 351</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 361</td>
<td>Introduction to TV Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 367</td>
<td>Broadcasting in America</td>
<td>3</td>
</tr>
<tr>
<td>COM 374</td>
<td>Film History</td>
<td>3</td>
</tr>
<tr>
<td>COM 375</td>
<td>Film Classics</td>
<td>3</td>
</tr>
<tr>
<td>COM 376</td>
<td>Film Genres</td>
<td>3</td>
</tr>
<tr>
<td>COM 377</td>
<td>American Film Directors</td>
<td>3</td>
</tr>
<tr>
<td>COM 385</td>
<td>Media &amp; Children</td>
<td>3</td>
</tr>
<tr>
<td>COM 397</td>
<td>World Cinema</td>
<td>3</td>
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## Major Electives

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<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 304</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 308</td>
<td>Social Media Effects</td>
<td>3</td>
</tr>
<tr>
<td>COM 311</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 312</td>
<td>Public Relations: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>COM 315</td>
<td>Advertising and the Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>COM 318</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 319</td>
<td>Training and Development</td>
<td>3</td>
</tr>
<tr>
<td>COM 320</td>
<td>Advertising Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 325</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 327</td>
<td>Gender Differences in Human Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 330</td>
<td>Public Relations Writing</td>
<td>3</td>
</tr>
<tr>
<td>COM 335</td>
<td>Communication and Personality</td>
<td>3</td>
</tr>
<tr>
<td>COM 337</td>
<td>Constructive Uses of Humor</td>
<td>3</td>
</tr>
<tr>
<td>COM 350</td>
<td>Health Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 351</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>COM 353</td>
<td>Advertising Account Strategies</td>
<td>3</td>
</tr>
<tr>
<td>COM 354</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>COM 359</td>
<td>Communication and Sports</td>
<td>3</td>
</tr>
<tr>
<td>COM 361</td>
<td>Introduction to TV Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 374</td>
<td>Film History</td>
<td>3</td>
</tr>
<tr>
<td>COM 375</td>
<td>Film Classics</td>
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<td>COM 376</td>
<td>Film Genres</td>
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<tr>
<td>COM 385</td>
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<tr>
<td>COM 411</td>
<td>Advertising Campaigns</td>
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<tr>
<td>COM 412</td>
<td>Public Relations Case Studies</td>
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<tr>
<td>COM 414</td>
<td>Issues in Integrated Marketing Communications</td>
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</tr>
<tr>
<td>COM 418</td>
<td>Interviewing</td>
<td>3</td>
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<tr>
<td>COM 422</td>
<td>Public Relations Campaigns</td>
<td>3</td>
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<tr>
<td>COM 479</td>
<td>World Cinema</td>
<td>3</td>
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<tr>
<td>COM 488</td>
<td>Internship I Seminar</td>
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</tr>
<tr>
<td>COM 491</td>
<td>Video Institute I</td>
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<tr>
<td>COM 492</td>
<td>Video Institute II</td>
<td>3</td>
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<tr>
<td>COM 498</td>
<td>Internship II Seminar</td>
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</tr>
<tr>
<td>COM 499</td>
<td>Independent Study</td>
<td>3</td>
</tr>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>DMA 212</td>
<td>2D Graphics</td>
<td>3</td>
</tr>
<tr>
<td>DMA 215</td>
<td>Digital Media Culture</td>
<td>3</td>
</tr>
<tr>
<td>DMA 216</td>
<td>Digital Media Law</td>
<td>3</td>
</tr>
<tr>
<td>DMA 217</td>
<td>Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 310</td>
<td>Digital Audio/Music Production</td>
<td>3</td>
</tr>
<tr>
<td>DMA 342</td>
<td>Introduction to Web Design</td>
<td>3</td>
</tr>
</tbody>
</table>
Student Learning Goal 2:
Communication Studies majors will design and deliver effective messages.
Students will:
• Objective 1: Demonstrate an understanding of the intended audience
• Objective 2: Determine appropriate means of communication to reach that audience.
• Objective 3: Demonstrate an ability to design and deliver messages.

Minors
• Communication Studies (p. 135)
• Leadership (p. 136)

Communication Studies Minor
The Communication Studies department offers a general Communication Studies minor for students wishing to add the study of communication to their curricula. Students need to complete 18 credit hours of Communication Studies courses, based on the following requirements:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Foundation Courses</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td></td>
<td>Select 3 of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 201 Oral Communication</td>
<td></td>
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<tr>
<td></td>
<td>COM 202 Communication Theory</td>
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<td></td>
<td>COM 203 Writing for the Public Media</td>
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<td></td>
<td>COM 204 Interpersonal Communication</td>
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<td></td>
<td>COM 205 Mass Communication and Society</td>
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<td></td>
<td>COM 206 Introduction to Research Methods</td>
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<tr>
<td></td>
<td><strong>Concentration Courses</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td></td>
<td>Select 1 course from Relational/Organizational Communication</td>
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<tr>
<td></td>
<td>Select 1 course from Advertising/Public Relations Communication</td>
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<tr>
<td></td>
<td>Select 1 course from Media Studies Communication</td>
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<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>18</strong></td>
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</tbody>
</table>

Note: A section of each foundation course is offered every semester. Multiple sections of COM 201 and COM 203 are offered each semester.

Concentration Courses
Relational/Organizational Communication

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Small Group Communication</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Family Communication</strong></td>
<td><strong>3</strong></td>
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<tr>
<td></td>
<td><strong>Social Media Effects</strong></td>
<td><strong>3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Organizational Communication</strong></td>
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<td></td>
<td><strong>Training and Development</strong></td>
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<td></td>
<td><strong>Gender Differences in Human Communication</strong></td>
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<td><strong>Communication and Personality</strong></td>
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<td></td>
<td><strong>Health Communication</strong></td>
<td><strong>3</strong></td>
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<tr>
<td></td>
<td><strong>Persuasion</strong></td>
<td><strong>3</strong></td>
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<td></td>
<td><strong>Communication and Sports</strong></td>
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</table>
Leadership Minor

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MLS 101</td>
<td>Introduction to the Army and Critical Thinking</td>
<td>3</td>
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</table>

Choose one of the following courses focused on communication:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Oral Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 318</td>
<td>Organizational Communication</td>
<td>3</td>
</tr>
<tr>
<td>MLS 201</td>
<td>Foundations of Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses focused on organization and management style:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 101</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 472</td>
<td>Comparative Management Systems</td>
<td>3</td>
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</tbody>
</table>

Choose two of the following courses focused on ethics and the human dimension:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 241</td>
<td>Ethics: Traditions in Moral Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 122</td>
<td>Sociocultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 323</td>
<td>Motivation and Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>RST 340</td>
<td>Moral Issues Today</td>
<td>3</td>
</tr>
<tr>
<td>COM 319</td>
<td>Training and Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

Courses

**COM 201 Oral Communication** (3 Credits)
Study and practice of concepts, processes and techniques of effective verbal communication in face-to-face, small group and public-address contexts. Speeches required.

Fulfills College Core: Oral Communication
Offered: fall & spring.

**COM 202 Communication Theory** (3 Credits)
Fundamental forms of communication theory and perspectives are explored and related to daily life applications and particular lines of research in relational, group, organizational, gender, social media, public and mass mediated communication contexts.

Offered: every spring.

**COM 203 Writing for the Public Media** (3 Credits)
Intensive writing assignments employing message-design principles provide opportunities to prepare news, features, press releases, advertising copy and opinion pieces.

Fulfills College Core: Advanced Writing-Intensive
Offered: fall & spring.

**COM 204 Interpersonal Communication** (3 Credits)
Examines the theoretical and pragmatic aspects of interpersonal communication in various contexts to enhance self-awareness and effective self-expression in relationships.

Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

**COM 205 Mass Communication and Society** (3 Credits)
Survey of mass communication processes and the mass media in terms of development, industry structure, functions, effects and interactive relationships with American society.

Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

**COM 206 Introduction to Research Methods** (3 Credits)
The fundamentals of the scientific method, especially the basics of research methods, designs and hypothesis testing.

Offered: every fall.

**COM 211 Introduction to Integrated Marketing Communication** (3 Credits)
An introduction to the historical, theoretical and practical implications of integrated marketing communication that spans decades and communication channels to affect an array of stakeholders and target publics. Students will learn the basics of how integrated marketing communication has evolved from disparate skill sets (advertising, public relations, marketing, social media, e.g.) into a unified approach to communicating to various market segments. In addition, they will explore the various elements of IMC and learn the advantages of each and their optimal application in the marketplace.

Offered: every fall.

**COM 302 Small Group Communication** (3 Credits)
Communication variables in small groups involving task, maintenance, leadership, conformity, shift-to-risk and development. Some emphasis on skill development.

Offered: every other year.

**COM 304 Family Communication** (3 Credits)
Examines contemporary family communication theories, concepts, models and research. Special emphasis on improving family communication across the lifespan.

Fulfills College Core: Field 5 (Social Sciences)
Offered: every other year.
COM 308 Social Media Effects  3 Credits
This course provides an overview of the effects of social media use on our interactions and relationships. It also examines individual differences in social media use as well as how social media is used to manage one's identity. Open to Communications Studies majors and minors only.
Offered: spring of odd-numbered years.

COM 311 Principles of Advertising  3 Credits
The fundamentals of advertising, including history and development, advertising media, marketing, audiences, campaign objectives, budget, creativity and agency functions. (DMA elective).
Offered: fall.

COM 312 Public Relations: Principles and Practices  3 Credits
Historical antecedents and contemporary practice of public relations are examined in the context of public relations concepts and theories. The course also examines the day-to-day responsibilities and ethical obligations of PR practitioners in a variety of public settings. (ADV/PR sequence).
Offered: every other year.

COM 315 Advertising and the Creative Process  3 Credits
Study of techniques, tools and theories for generating innovative concepts and ideas. Emphasize application to advertising context. (DMA elective).
Offered: every other year.

COM 318 Organizational Communication  3 Credits
Communication principles and practices, including communicator style variables, communication flow and competent superior-subordinate communication.
Offered: fall.

COM 319 Training and Development  3 Credits
Methods for assessing training needs within organizations, and designing, implementing and assessing outcomes of training. Emphasis on principles of effective training and development of training competencies. Students develop training skills.
Prerequisite: COM 201.
Fulfills College Core: Oral Communication
Offered: every spring.

COM 320 Advertising Writing  3 Credits
Covers a variety of ways of developing advertising copy (copywriting) and creative concepts for persuasive advertising pieces. Includes workshop writing for print, television and radio commercials, and social media.
Offered: every other year.

COM 325 Media Literacy  3 Credits
Focuses on theoretical approaches and practical skills. Students learn to analyze, think critically and produce effective mediated messages through the production of a service-oriented video project. Service Learning Option. (DMA, JRN elective).
Offered: every other year.

COM 327 Gender Differences in Human Communication  3 Credits
Examines gender as a variable of interest in social interaction with special emphasis on contemporary gender theories, concepts, and research. Understand the reasons why communication misunderstandings related to gender differences occur.
Offered: every other year.

COM 330 Public Relations Writing  3 Credits
Theoretical perspectives on various forms of public relations writing and the applications of each. Writing and editing skills. Students produce portfolio of PR writing tools and techniques. (ADV/PR).
Offered: spring.

COM 335 Communication and Personality  3 Credits
The role of personality in human communication (especially argumentative and aggressive traits). Emphasis on critical thinking and constructive arguing. Students develop arguing skills.
Offered: every other year.

COM 337 Constructive Uses of Humor  3 Credits
Survey of classic and contemporary humor theories, concepts and research. Special emphasis on research that highlights the benefits of humor in education, medicine, business and relational contexts.
Offered: every other year.

COM 340 Media Relations  3 Credits
One form of public relations is communicating with audiences through the news media. This course focuses on the principles and practices of media relations. (ADV/PR sequence).
Offered: every other year.

COM 348 Environmental Communication  3 Credits
Writing about the environment began in earnest with Thoreau, continued with Rachel Carson and Silent Spring, and is an important issue for journalists, PR specialists, environmental scientists and ordinary citizens. This course examines issues in environmental communication from the various public roles. (ADV/PR sequence).
Offered: every other year.

COM 350 Health Communication  3 Credits
Examines how communication plays a role in the health decisions people make from a variety of perspectives. Focuses on theoretical approaches to health communication, influence tactics, challenges associated with medical adherence/compliance gaining, caregiver-client communication, how personality affects health decisions, nonverbal and verbal factors in the health interaction, and social-cultural factors in health.
Offered: every other year.

COM 351 Media Ethics  3 Credits
Explores ethics across media disciplines through the work of professional communicators -- journalists, broadcasters, advertising and public relations practitioners. Develop practices of making crucial media decisions based on principles and idealism.
Fulfills College Core: Ethics
Offered: fall.

COM 352 Advanced Interpersonal Seminar  3 Credits
This class examines interpersonal communication theories, concepts and models. Students learn more about how interpersonal communication research is conducted and develop an original research project on some aspect of interpersonal communication.
Prerequisites: minimum grade of C in COM 204.
Offered: occasionally.

COM 353 Advertising Account Strategies  3 Credits
Account management is a critical component of marketing and communications. We'll cover the practical aspects of planning, client-agency relationships, functioning effectively in a creative environment, working with media outlets and start to learn how to develop an integrated marketing communications program.
Offered: occasionally.

COM 354 Persuasion  3 Credits
Students explore classic and contemporary persuasion theories, models and concepts. Students participate in semester long persuasion and social influence projects where they apply theories and concepts.
COM 359 Communication and Sports 3 Credits
Why do so many people enjoy playing, watching, and talking about sports? This course examines the significance of interpersonal communication in the context of sports. Communication interactions between coaches and athletes, athletes and teammates, coaches and parents, and parents and athletes are explored.
Offered: every other year.

COM 361 Introduction to TV Production 3 Credits
Studio techniques, lighting, sound recording, set design, electronic graphics and editing, production of live and edited programs in studio. (DMA elective).
Offered: every other year.

COM 367 Broadcasting in America 3 Credits
Explores all aspects of broadcasting and cable, including history, technology, programs and programming, the ratings, commercial and non-commercial operations, and effects.
Offered: every 2-3 years.

COM 374 Film History 3 Credits
Development of film making and cinema art from 1895 through World War II. Students study, view, and discuss classic silent and sound pictures from Hollywood and abroad. (DMA elective. Also accepted for Art History major/minor credit).
Offered: every other year.

COM 375 Film Classics 3 Credits
The development of cinema worldwide from World War II through the 1990s. Study, view and discuss films representative of major directors, genres and national cinema movements. (DMA elective. Also accepted for Art History major/minor credit).
Offered: every other year.

COM 376 Film Genres 3 Credits
Students who are interested in film professionally or personally are invited to view sequences from the finest motion pictures made in the past 100 years. The course will present an overview of the types (genres) of films, including: Action-Adventure, Animation, Avant-Garde, Biopic, Children’s Comedy, Crime, Cult Movies, Documentary, Drama, Film Noir Historical, Horror, Melodrama, Musical, Mystery, Romance, Science Fiction and Fantasy, Serials, War, and the Western.
Offered: every other year.

COM 378 American Film Directors 3 Credits
A survey of representative film directors working on American productions of the twentieth-century and beyond. DMA elective. Also accepted for Art History major/minor credit. (Offered Online)
Offered: occasionally.

COM 385 Media & Children 3 Credits
Learn about the role of television in children’s lives. Course explores children’s television use, the development and content of children’s television programs (both commercial and educational), television and the family, and children’s advertising.
Offered: occasionally.

COM 408 Seminar: Special Topics and Not-for-Profit Organizations 3 Credits
The seminar experience concentrates on current issues and trends in not-for-profit organizations. Topics will vary to meet the changing challenges and opportunities not-for-profit organizations face in light of political climate changes and the evolution of public policy. Topics may include community building, the role of a board of directors, women’s issues, aging, public policy, and globalization. The seminar will incorporate discussion of relevant theory and topical issues leading to independent research related to the selected topic(s).
Offered: spring of odd-numbered years.

COM 411 Advertising Campaigns 3 Credits
Designed as a capstone course for advertising students, this course examines current and classic advertising campaigns for technique and effectiveness. Students will also develop their own advertising campaigns.
Prerequisite: COM 311 or permission of instructor.
Offered: every other year.

COM 412 Public Relations Case Studies 3 Credits
Students will become familiar with a process for public relations problem-solving through analysis of a variety of PR case studies in major areas of the field, including employee relations, consumer relations, media relations and crisis communications. (ADV/PR sequence).
Offered: every other year.

COM 414 Issues in Integrated Marketing Communications 3 Credits
In this Core Capstone seminar, students explore a range of contemporary issues in advertising, public relations and marketing communications (IMC). They include: consumerism, social effects, privacy and social media, sexual and minority portrayals, political communication, messaging, and more.
These are viewed against ethical, justice, global and diversity attributes.
Recommend COM/ADV, COM/PR or MKT background.
Restriction: senior standing.
Fulfills College Core: Core Capstone
Offered: fall & spring.

COM 415 Partnerships and the Not-for-Profit Organization 3 Credits
Growing and strengthening our non-profit organizations through partnerships is one of the most important strategies available to organizational leaders today. Say the word ‘collaboration’ and everyone knows it is code for innovation, inspiration, new funding sources and a great deal of hard work. In this course, we will blend practice and theory to gain a deeper understanding and mastery of the process of collaboration. During our time together, we will use the power of our own partnership success stories and lessons learned in order to weave together key content areas of communication, collaboration and leadership in the non-profit.
Offered: spring of even-numbered years.

COM 416 Fund Raising and Development at Not-for-Profit Organizations 3 Credits
This course will introduce students to the principles and practices of fundraising and long-term development planning in the not-for-profit organization. Blended into each topic area is the professional code of ethics, advocacy and role and responsibilities. The course combines theory and practice by using case studies, in-class small group exercises, case writing, role plays and experience sharing.
Offered: every fall.
Prerequisites:
- service-oriented video for a non-profit organization or a social documentary.
- creation of original video/film projects, which may take the form of a sequel to COM 491. Students are immersed in the development and creation of original video/film projects, which may take the form of a service-oriented video for a non-profit organization or a social documentary.

Offered:
- every other year.

COM 422 Public Relations Campaigns 3 Credits
Designed as a capstone course for public relations students, this course examines PR campaigns as the concerted efforts of an organization to build socially responsible relationships by achieving research-based goals through the application of communication strategies and the measurement of outcomes. Students produce an actual campaign.
Prerequisite: COM 312 or permission of instructor.
Offered: every other year.

COM 478 Capstone Project 3 Credits
This is an applied course that will expect students to create integrated marketing communication plans including media strategies, as well as develop complete creative concepts and tactics that will address those plans and media strategies. Students will produce portfolio pieces as outcomes. Students will demonstrate a working knowledge of how to construct a basic integrated marketing communication plan; demonstrate an understanding of what media are most appropriate for reaching specific targets; and demonstrate a working knowledge of how to create communication tactics that address specific marketing strategies and targets.
Offered: every other year.

COM 479 World Cinema 3 Credits
Award-winning and critically acclaimed films from different countries and cultures are studied through weekly screenings and written logs. By examining cinema practices beyond Hollywood, student experience alternative ways of using the universal language of cinema to tell stories and express the human condition from other national and artistic perspectives. Also accepted for Art History major/minor credit.
Offered: every spring.

COM 488 Internship I Seminar 1-12 Credits
Student experientially learns communication functions in compatibly matched professional setting, locally or out-of-town. Faculty and on-site supervision. Seminar required. Pass/fail. May be repeated as COM 498; 12-credit limit for COM 488 and COM 498 combined. Information about the internship application process is available on the Communication Studies Department website.
Prerequisite: junior or senior standing, minimum overall GPA of 2.50, minimum communication studies average of 2.70, & approval by department faculty. Restriction: must be COM major.
Offered: every fall, spring, & summer.

COM 491 Video Institute I 3 Credits
Students are immersed in the development and creation of original video/film projects, which may take the form of a service-oriented video for a non-profit organization or a social documentary. May be repeated as COM 492.
Offered: every other year.

COM 492 Video Institute II 3 Credits
Sequel to COM 491. Students are immersed in the development and creation of original video/film projects, which may take the form of a service-oriented video for a non-profit organization or a social documentary.
Prerequisites: COM 491
Offered: every other year.

COM 498 Internship II Seminar 3-9 Credits
Sequel to COM 488 for students taking multiple internships. Each student is limited to a combined total of 12 credit hours for COM 488 and COM 498.
Prerequisite: junior or senior standing, minimum overall GPA of 2.50, minimum communication studies average of 2.70, & approval by department faculty. Restriction: must be COM major.
Offered: every semester.

COM 499 Independent Study 3 Credits
Student conducts original project or self-designed course of study under the tutelage of Communication Studies faculty member. Offered only in very specific circumstances. Independent studies require an application and approval by the associate dean.
Prerequisite: junior or senior standing; & permission of instructor, chair, & associate dean. Restriction: must be COM major.

Computer Science (BS)

Chair: Jeffrey J. McConnell, PhD

Introduction
A degree in computer science from Canisius College provides you with the experience and background required to continue with graduate school or to find employment in a variety of fields. Our graduates enjoy challenging and lucrative careers all over the country in many types of companies, from banking to the defense industry, from startups to major corporations. The computer science major provides you with an essential theoretical background along with practical programming experience and knowledge about many of the important and cutting edge areas of computer science, including cybersecurity, artificial intelligence, web development, software engineering, databases, operating systems, distributed computing, programming language design, and the social impact of computing.

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Computer Science website (https://www.canisius.edu/academics/programs/computer-science/).

Qualifications
Students must maintain a 2.0 GPA in the major and a 2.0 overall average to graduate with a degree in Computer Science.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.
Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

In the past, Computer Science majors have had double majors in many other areas, including Physics (p. 229), Mathematics (p. 207), Digital Media Arts (p. 150), Religious Studies (p. 252), English (p. 155), and Classics (p. 125).

### Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Students following the Interdisciplinary Track are required to complete a minor outside of computer science. A double major also satisfies this requirement. Students in the Science Track are not required to complete a minor but may choose to do so.

### Curriculum

#### An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

### Free Electives

Students may graduate with a bachelor’s degree in Computer Science with more but not less than 132 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

#### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>and Introduction to Programming Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 112</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 112L</td>
<td>and Data Structures Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 213</td>
<td>Large Scale Programming</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>and Large Scale Programming Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 253</td>
<td>Computer Hardware</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 253L</td>
<td>and Computer Hardware Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 281</td>
<td>Automata and Algorithms</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 281L</td>
<td>and Automata and Algorithms Lab</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 310</td>
<td>Information Organization and Processing</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 310L</td>
<td>Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 320</td>
<td>The Social Impact of Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 330</td>
<td>Distributed Computing</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 330L</td>
<td>and Distributed Computing Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 351</td>
<td>Comparative Programming Languages</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 351L</td>
<td>and Comparative Programming Languages</td>
<td></td>
</tr>
<tr>
<td>CSC 360</td>
<td>Intelligent Systems</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 360L</td>
<td>and Intelligent Systems Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 395</td>
<td>Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 395L</td>
<td>and Software Engineering Lab</td>
<td></td>
</tr>
</tbody>
</table>

**Completion of either the science track or interdisciplinary track curriculum (variable credit required)**

### Major Elective Options

One additional course at the 300/400 level is required. These courses cover a variety of topics including web programming, advanced object oriented programming and design patterns, cryptography, app development, graphics, numerical analysis and bioinformatics. All these courses are either 3 or 4 credits. Faculty teach these courses on a rotating basis. To determine what is offered each semester consult the class schedule. Recent major electives include:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 371</td>
<td>Cybersecurity Principles</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 371L</td>
<td>and Cybersecurity Principles Lab</td>
<td></td>
</tr>
<tr>
<td>CSC 380</td>
<td>Web Development</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 380L</td>
<td>and Web Development Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 400</td>
<td>Special Topics in Computing</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 400L</td>
<td>and Special Topics in Computing Laboratory</td>
<td></td>
</tr>
<tr>
<td>MAT 341</td>
<td>Numerical Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

### Tracks

**Interdisciplinary Track**

Completion of an approved major or minor in another department or program.

#### Science Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 112</td>
<td>Calculus I</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one of the following sequences:

- **Biology Sequence:**
  - BIO 111 Introductory Biology I
  - BIO 111L and Introductory Biology Laboratory I

- **Chemistry Sequence:**
  - CHM 111 General Chemistry I
  - CHM 111L and General Chemistry I Laboratory
CHM 112 & 112L: General Chemistry II and General Chemistry II Laboratory

Physics Sequence:

PHY 223 & 223L: General Physics for Physical Science Majors I and General Physics for Physical Science Majors I Laboratory

PHY 224 & 224L: General Physics for Physical Science Majors II and General Physics for Physical Science Majors II Laboratory

Select one of the following math courses: 3-4 credits

MAT 141: Inferential Statistics and Computers for Science
MAT 219: Linear Algebra
MAT 351: Probability & Statistics I

Total Credits: 15-16

1. Students can complete CHM 109 and CHM 110 in lieu of CHM 111.

Many courses at the 300-level and above are offered every two years on a rotating schedule. Thus, some students will take, for example, CSC 360 in their junior year, while the students who entered the previous year will take CSC 360 in their senior year.

The CSC department maintains a lab for use by majors and minors that contains a number of computers that provide access to departmental and college-wide software along with a printer.

CSC majors often get part-time jobs or paid internships in the Western New York region while still taking classes, though we do not formally require an internship. CSC 497 “Internship” is a way to earn credit for an internship, but the experience must include a significant learning component that does not overlap with required coursework and must be pre-approved by the department chair. The Internship cannot count as the CSC elective.

**Roadmap**

**Recommended Semester Schedule for Major Course Requirements**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
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</tr>
<tr>
<td>CSC 111</td>
<td>CSC 112</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>&amp; 112L</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Track course</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CSC 213</td>
<td>CSC 281</td>
</tr>
<tr>
<td>&amp; 213L</td>
<td>&amp; 281L</td>
</tr>
<tr>
<td>CSC 253</td>
<td>Track course</td>
</tr>
<tr>
<td>&amp; 253L</td>
<td></td>
</tr>
<tr>
<td>MAT 111 or 109</td>
<td>MAT 110 (if needed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CSC 395</td>
<td>CSC 351</td>
</tr>
<tr>
<td>Track course</td>
<td>&amp; 351L</td>
</tr>
</tbody>
</table>

Select one: Track course

CSC 310 & 310L: CSC Elective (1 needed)

**Learning Goals & Objectives**

**Student Learning Goal 1**

Majors will develop a computational solution to a problem. Students will:
- Objective A: Translate a problem description to a formal representation;
- Objective B: Implement, justify and test acceptable computational solutions;
- Objective C: Describe the basic principles of artificial intelligence (AI).

**Student Learning Goal 2**

Majors will know the foundations of computing. Students will:
- Objective A: Identify computational power and its limits;
- Objective B: Describe the operational details of computer systems;
- Objective C: Describe the operational details of programming languages.

**Student Learning Goal 3**

Majors will understand the social impact of computing. Students will:
- Objective A: Describe the social impact of computing.

**Minors**

*The following two minors are offered:*

- Computer Science Minor (p. 143)
- Computer Theory Minor (p. 144)

**Courses**

CSC 108 Introduction to Web Computing: 3 Credits
Introduction to computer science through web sites, web pages, web page programming, HTML, XML, CSS and JavaScript. The history and social impact of computers, networks and the World Wide Web are included in the course. Corequisite: CSC 108L. Fulfills College Core: Ethics, Field 7 (Mathematical Sciences) Offered: fall & spring.

CSC 108L Introduction to Web Computing Laboratory: 1 Credit
Required lab for CSC 108. Corequisite: CSC 108.
CSC 111 Introduction to Programming 3 Credits
Algorithms, programming, computers, and applications to problem solving in Python.
Corequisite: CSC 111L.
Fulfills College Core: Field 7 (Mathematical Sciences)
Offered: every fall, spring, & summer.

CSC 111L Introduction to Programming Laboratory 1 Credit
Required lab for CSC 111.
Corequisite: CSC 111.

CSC 112 Data Structures 3 Credits
Basic concepts of object-oriented programming, recursion, and data structures, including lists, stacks, queues, and trees using Python.
Prerequisite: minimum grade of C in CSC 111 & CSC 111L. Corequisite: CSC 112L.
Offered: every fall, spring, & summer.

CSC 112L Data Structures Laboratory 1 Credit
Required lab for CSC 112.
Prerequisite: minimum grade of C in CSC 111 & CSC 111L. Corequisite: CSC 112.
Offered: every spring.

CSC 213 Large Scale Programming 3 Credits
Introduction to the design, implementation, and testing of larger software systems. Intensive instruction in Java including graphics and object-oriented design.
Prerequisite: minimum grade of C in CSC 112 & CSC 112L. Corequisite: CSC 213L.
Offered: once a year.

CSC 213L Large Scale Programming Laboratory 1 Credit
Required lab for CSC 213.
Prerequisite: minimum grade of C in CSC 112 & CSC 112L. Corequisite: CSC 213.
Offered: once a year.

CSC 253 Computer Hardware 3 Credits
Introduction to digital logic, Boolean algebra, hardware and computer organization. Overview of current architectures.
Prerequisite: minimum grade of C in CSC 111 & CSC 111L. Corequisite: CSC 253L.
Offered: once a year.

CSC 253L Computer Hardware Laboratory 1 Credit
Required lab for CSC 253.
Prerequisite: minimum grade of C in CSC 111 and CSC 111L. Corequisite: CSC 253.
Offered: once a year.

CSC 281 Automata and Algorithms 3 Credits
Formal language theory including finite and pushdown automata, grammars, Turing Machines and the Halting Problem. Provides an introduction to the design and analysis of algorithms, including classes of problems and methods for analysis.
Prerequisite: minimum grade of C in CSC 112 & CSC 112L. Corequisite: CSC 281L.
Offered: every spring.

CSC 281L Automata and Algorithms Lab 1 Credit
Required lab for CSC 281.
Prerequisites: Minimum grade of C in CSC 112 and CSC 112L. Corequisite: CSC 281.
Offered: every spring.
CSC 371 Cybersecurity Principles 3 Credits
This course examines the landscape and the broad areas of cybersecurity which includes topics such as: Symmetric & Public-Key Encryption, Access Control, Database Security, Malware, DoS (Denial-of-Service) Attacks, Intrusion Detection & Firewalls, Software Security, Security Management & Policies, Internet Security, and Legal & Ethical Aspects of Cybercrime. Students will also complete hands-on labs and exercises to reinforce their working knowledge of computer, network and information security topics.
Prerequisite: CSC 310 and CSC 310L; may be taken concurrently.
Corequisite: CSC 371L.
Offered: every fall.

CSC 371L Cybersecurity Principles Lab 1 Credit
Required lab for CSC 371.
Prerequisite: CSC 310 and CSC 310L; may be taken concurrently.
Corequisite: CSC 371L.
Offered: occasionally.

CSC 372 Ethical Hacking and Network Defense 3 Credits
This course provides an in-depth understanding of how to effectively protect computer networks. Students will learn the tools and penetration testing methodologies used by ethical hackers. In addition, the course provides a thorough discussion of what and who an ethical hacker is and how important they are in protecting corporate and government data from cyber attacks. Students will learn updated computer security resources that describe new vulnerabilities and innovative methods to protect networks. Also covered is a thorough update of federal and state computer crime laws, as well as changes in penalties for illegal computer hacking.
Prerequisite: CSC 213, CSC 213L, CSC 310, CSC 310L. Corequisite: CSC 372L.
Offered: every spring.

CSC 372L Ethical Hacking and Network Defense Lab 1 Credit
Required Lab for CSC 372
Prerequisite: CSC 213, CSC 213L, CSC 310 and CSC 310L. Corequisite: CSC 372.
Offered: every spring.

CSC 380 Web Development 3 Credits
Web design principles, programming and scripting (both client-side and server-side), client/server mechanisms, search engines, and security.
Prerequisite: minimum grade of C in CSC 111 & CSC 111L. Corequisite: CSC 380L.

CSC 380L Web Development Laboratory 1 Credit
Required lab for CSC 380.
Prerequisite: minimum grade of C in CSC 111 and 111L. Corequisite: CSC 380.

CSC 391 Computer Science Junior Seminar 1 Credit
Topic-focused exploration involving students and faculty.
Prerequisite: permission of instructor.

CSC 395 Software Engineering 3 Credits
An examination of a variety of techniques and concepts that have been created to improve the software production process. Includes discussions of software processes, Agile software development, requirements engineering, testing, and software evolution.
Prerequisite: minimum grade of C in CSC 213 & CSC 213L. Corequisite: CSC 395L.

CSC 395L Software Engineering Lab 1 Credit
Required lab for CSC 395.
Prerequisite: minimum grade of C in CSC 213 and 213L Corequisite: CSC 395.

CSC 400 Special Topics in Computing 3 Credits
Current topics of interest to faculty and students. Possible topics: cryptography, advanced scripting languages, networking, etc.
Prerequisite: Minimum grade of C in CSC 281, CSC 281L, MAT 111, and in either MAT 191 or MAT 230. Corequisite: CSC 400L. Restriction: must be junior or senior Computer Science major.

CSC 400L Special Topics in Computing Laboratory 1 Credit
Required lab for CSC 400.
Prerequisite: Minimum grade of C in CSC 281, CSC 281L, MAT 111 and in either MAT 191 or MAT 230. Corequisite: CSC 400. Restriction: must be junior or senior Computer Science major.
Offered: every spring.

CSC 481 Research Experience 1 Credit
Research project done in conjunction with a faculty advisor.
Offered: every fall & spring.

CSC 481 Research Experience 1 Credit
Research project done in conjunction with a faculty advisor for credit.
Offered: every fall & spring.

CSC 491 Computer Science Senior Seminar 1 Credit
Topic-focused exploration involving students and faculty.
Prerequisite: permission of instructor.

CSC 497 Internship 1-3 Credits
Special projects for local institutions/businesses. Must be related to a specific focused task and involve a significant learning component. Internships require an application and approval by the associate dean. Credit is not given simply for a part-time job. Approved project proposal and results documentation required. Does not count as a CSC elective.
Prerequisite: permission of chair & associate dean.

CSC 499 Independent Project 3 Credits
A directed project course that includes research, design, and implementation of a software system.
Prerequisite: permission of instructor.

CSC 499 Independent Study 1-4 Credits
An in-depth study of a specific computing topic. Independent studies require an application and approval by the associate dean.
Prerequisite: junior or senior standing; & permission of instructor, chair, & associate dean.

Computer Science Minor
This minor is only available to students who are not majoring in computer science.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 111L</td>
<td>and Introduction to Programming Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 112</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSC 112L</td>
<td>and Data Structures Laboratory</td>
<td></td>
</tr>
<tr>
<td>CSC 213</td>
<td>Large Scale Programming</td>
<td>4</td>
</tr>
<tr>
<td>CSC 213L</td>
<td>and Large Scale Programming Laboratory</td>
<td></td>
</tr>
<tr>
<td>One course at the 300 or 400 level, chosen after consulting with an advisor</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>One additional Computer Science course</td>
<td>3-4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18-20
Computer Theory Minor

This minor is only available to students who are not majoring in computer science.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming and Programming Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CSC 112</td>
<td>Data Structures and Data Structures Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CSC 281</td>
<td>Automata and Algorithms and Automata and Algorithms Lab</td>
<td>4</td>
</tr>
<tr>
<td>MAT 191</td>
<td>Introduction to Discrete Mathematics or Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

Digital Information and Applications Minor

The Applied Digital Studies Minor requires a total of 6 courses or 5 courses plus an internship or research project. Please note, a minimum of one half of the courses taken must be courses not counted within the student’s major (particularly applies to Computer Science and Economics students). In addition, the optional internship or research project may be done after at least 4 courses in the minor are complete, and the research project must use methods from the minor.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming and Programming Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Select one of the following statistical courses:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>ECO 255</td>
<td>Business Statistics</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 141</td>
<td>Inferential Statistics and Computers for Science</td>
<td></td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td></td>
</tr>
<tr>
<td>Select one course from the Math, Science, and Logic electives listed below</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Select one course from the Application of Technology electives listed below</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One additional elective from either group of electives</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One additional course from either group of electives</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>One additional elective from either group of electives</td>
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<tr>
<td>One additional course from either group of electives</td>
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<td></td>
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<tr>
<td>CSC 480</td>
<td>Research Experience</td>
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<tr>
<td>CSC 481</td>
<td>Research Experience</td>
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<tr>
<td>CSC 497</td>
<td>Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Total Credits: 17-24

Math, Science, and Logic Electives (select at least one course)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 112</td>
<td>Data Structures and Data Structures Laboratory</td>
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</tr>
<tr>
<td>CSC 310</td>
<td>Information Organization and Processing</td>
<td>3</td>
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</table>

Application of Technology Electives (select at least one course)

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 108</td>
<td>Introduction to Web Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 310</td>
<td>Information Organization and Processing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 320</td>
<td>The Social Impact of Computing</td>
<td>3</td>
</tr>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>DMA 217</td>
<td>Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 370</td>
<td>Designing for Mobile Devices</td>
<td>3</td>
</tr>
<tr>
<td>DMA 442</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>PHI 246</td>
<td>Ethics of Technology</td>
<td>3</td>
</tr>
</tbody>
</table>

Roadmap

This minor can be useful for various majors. For example, a student majoring in history may be interested in pursuing a field of study in forming and maintaining databases. An English major may be interested in pursuing a career in web-based media. The following roadmaps provide examples of courses that would be useful for students in these majors.

The following roadmaps are provided as examples based on different majors and courses of study. Students interested in the minor are strongly encouraged to speak with Dr. David Sheets, the coordinator of the program, for an individualized plan.

History Major Sample Roadmap

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>CSC 111</td>
<td>CSC 112</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td>&amp; 112L</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>PHI 225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Major Sample Roadmap

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>PHI 225</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>DMA 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Criminal Justice (BS)

Introduction

Criminal justice is the study of criminal law, criminal procedure, and the enforcement of criminal law. It includes understanding the social context of criminal behavior and the way society upholds social control and sanctions those who violate the criminal law. The major is grounded in a liberal arts curriculum; it emphasizes not only how the criminal justice system has developed in its present form, but also how changes in the system affect other parts of society. The major prepares students for a broad spectrum of occupations, including law enforcement, corrections, and allied mental health. Finally, students who wish to pursue careers as lawyers can major in criminal justice and also take advantage of the college’s Pre-Law program. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Criminal Justice website (https://www.canisius.edu/academics/programs/criminal-justice/).

Qualifications

Students must have a minimum grade of C in all required courses and maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Criminal Justice.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Students should consult with Dr. Kathleen M. Contrino, Director of Criminal Justice, for current advisement information.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Many of the department’s majors combine criminal justice with a second major in another discipline, such as sociology, psychology, political science, history, modern languages or communication studies.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>Select one of the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>CRJ 227</td>
<td>Criminal Justice I</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 228</td>
<td>Criminal Justice II</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 250</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 325</td>
<td>Restorative Justice and the Administration of Justice</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 382</td>
<td>Criminal Justice Ethics</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 455</td>
<td>Criminology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 461</td>
<td>Criminal Justice Senior Exam</td>
<td>0</td>
</tr>
<tr>
<td>Criminal Justice Electives (select 3 from list below)</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 36

1 Students may choose to follow a specific concentration within the major. We currently offer the following optional concentrations: environmental regulation and justice track, law enforcement, law and justice, and corrections. Concentrations will appear on the student’s transcript. The requirements for these concentrations are below.
Criminal Justice Electives

Students must take three Criminal Justice electives. Students may use any additional Criminal Justice (CRJ) course or any of the following courses as electives for the criminal justice major and minor:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 310</td>
<td>Codebreaking</td>
<td>3</td>
</tr>
<tr>
<td>ANT 333</td>
<td>Forensic Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ISB 460</td>
<td>Computer Forensics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 103</td>
<td>The American Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSC 320</td>
<td>American Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>PSC 321</td>
<td>American Constitutional Law II</td>
<td>3</td>
</tr>
<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11</td>
<td>3</td>
</tr>
<tr>
<td>or PSC 344</td>
<td>Transnational Crime After 9/11</td>
<td></td>
</tr>
<tr>
<td>PSC 420</td>
<td>The Constitution, The War on Terror and Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Psychology and Law</td>
<td>3</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Geographical Information Systems (GIS) for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>SOC 355</td>
<td>Deviant Behavior</td>
<td>3</td>
</tr>
</tbody>
</table>

Optional Criminal Justice Concentrations

Environmental Justice and Regulation

Students who double major in Environmental Studies (EVST) and Criminal Justice (CRJ) should follow this concentration when selecting their electives.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 219</td>
<td>Animals in the Ancient World</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 358</td>
<td>Green and White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td>EVST 250</td>
<td>Narratives of Nature and Culture</td>
<td>3</td>
</tr>
<tr>
<td>EVST 235</td>
<td>Environmental Policy</td>
<td>3</td>
</tr>
<tr>
<td>EVST 259</td>
<td>Environmental History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>EVST 498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>GEO 120</td>
<td>Intro to Geology</td>
<td>3</td>
</tr>
<tr>
<td>PHI 244</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHI 264</td>
<td>Justice &amp; the Environment: The Problem of Climate Change</td>
<td></td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>RST 347</td>
<td>Ecotheology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 234</td>
<td>Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC 315</td>
<td>Geographical Information Systems (GIS) for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or ECO 310</td>
<td>Introduction to Geographic Information Systems</td>
<td></td>
</tr>
<tr>
<td>SOC 324</td>
<td>Visual Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Law Enforcement

Select 5 of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 330</td>
<td>Current Issues in Forensic Psychology</td>
<td></td>
</tr>
<tr>
<td>CRJ 336</td>
<td>Drug Treatment Courts</td>
<td></td>
</tr>
<tr>
<td>CRJ 337</td>
<td>Violence and the Family</td>
<td></td>
</tr>
<tr>
<td>CRJ 345</td>
<td>Gangs in American Society</td>
<td></td>
</tr>
<tr>
<td>CRJ 351</td>
<td>Police and the Community</td>
<td></td>
</tr>
<tr>
<td>CRJ 354</td>
<td>Juvenile Delinquency</td>
<td></td>
</tr>
<tr>
<td>CRJ 356</td>
<td>Treatment of Offenders</td>
<td></td>
</tr>
<tr>
<td>CRJ 358</td>
<td>Green and White Collar Crime</td>
<td></td>
</tr>
<tr>
<td>CRJ 359</td>
<td>Social Identities and Crime</td>
<td></td>
</tr>
<tr>
<td>CRJ 365</td>
<td>Criminalizing the Mentally III</td>
<td></td>
</tr>
<tr>
<td>CRJ 385</td>
<td>Death Penalty: Law and Policy</td>
<td></td>
</tr>
<tr>
<td>CRJ 390</td>
<td>Current Issues in Criminalistics</td>
<td></td>
</tr>
<tr>
<td>CRJ 498</td>
<td>Criminal Justice Internship</td>
<td></td>
</tr>
<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11</td>
<td></td>
</tr>
<tr>
<td>PSC 420</td>
<td>The Constitution, The War on Terror and Civil Liberties</td>
<td></td>
</tr>
<tr>
<td>PSY 303</td>
<td>Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 324</td>
<td>Visual Sociology</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15

Law and Justice

Select 5 of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 275</td>
<td>Criminal Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 280</td>
<td>Legal Writing and Advocacy I</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 285</td>
<td>Legal Writing and Advocacy II</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 336</td>
<td>Drug Treatment Courts</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 354</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 358</td>
<td>Green and White Collar Crime</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 365</td>
<td>Criminalizing the Mentally III</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 385</td>
<td>Death Penalty: Law and Policy</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 386</td>
<td>Comparative Criminal Justice Systems</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 498</td>
<td>Criminal Justice Internship</td>
<td>3</td>
</tr>
<tr>
<td>LEG 101</td>
<td>Mock Trial</td>
<td>3</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHI 261</td>
<td>Philosophy of Law</td>
<td>3</td>
</tr>
<tr>
<td>PSC 103</td>
<td>The American Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSC 320</td>
<td>American Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>PSC 321</td>
<td>American Constitutional Law II</td>
<td>3</td>
</tr>
<tr>
<td>PSC 420</td>
<td>The Constitution, The War on Terror and Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Psychology and Law</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 15

Corrections: Including Probation, Social Work and Juvenile Court

Select 5 of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 300</td>
<td>Special Topics in Criminal Justice</td>
<td></td>
</tr>
<tr>
<td>CRJ 336</td>
<td>Drug Treatment Courts</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15
CRJ 337  Violence and the Family
CRJ 345  Gangs in American Society
CRJ 354  Juvenile Delinquency
CRJ 356  Treatment of Offenders
CRJ 359  Social Identities and Crime
CRJ 365  Criminalizing the Mentally Ill
CRJ 498  Criminal Justice Internship
HSV 100  Introduction to Human Services
HSV 212  Social and Cultural Diversity
HSV 301  Social Policies
HSV 360  People Helping Skills
HSV 302  Children, Schools, and the Community
or PSY 334  Child, Family and Community Psychology
PHI 271  Philosophy of Human Rights
PSC 215  National Issues and Public Policy
PSY 453  Theories of Counseling
SOC 111  Contemporary Social Problems

Total Credits 15

Criminal Justice and Psychology Double Major

Students double majoring criminal justice and psychology may satisfy the
statistics and methods requirements with the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Internships

Many internship opportunities upon approval are available to qualified juniors
and seniors. As an urban center situated on the Niagara Frontier, Buffalo
offers numerous internship experiences where students can explore careers
and get valuable real life experience. A GPA of 3.0 of higher is required.

Foreign Language and Study Abroad

The department encourages criminal justice majors to study a foreign
language of their choice and to participate in the college study abroad
program.

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td></td>
<td>MAT 131 or PSY 201</td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 227</td>
<td>CRJ 228</td>
</tr>
<tr>
<td>CRJ Elective</td>
<td>CRJ 250</td>
</tr>
</tbody>
</table>

Junior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 382</td>
<td>CRJ 325</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>CRJ Elective</td>
</tr>
<tr>
<td>SOC 342</td>
<td></td>
</tr>
<tr>
<td>ANT 351</td>
<td></td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1

Criminal Justice Majors will evaluate the administration of the
criminal justice system within the context of ethics,
global awareness, diversity and justice.

Students will:
- Objective A: Describe the organization and administration of the
  criminal justice system;
- Objective B: Identify issues in the criminal justice system as they relate
to ethics, global awareness, diversity and justice.

Student Learning Goal 2

Criminal Justice majors will be able to demonstrate that they
have the knowledge and skills necessary to become scholar-
servant-leaders in the criminal justice community.

Students will:
- Objective A: Evaluate and critique systems and policies in the criminal
  justice system terms of justice;
- Objective B: Apply social science research and ethics to criminology and
  the administration of the criminal justice system.

Student Learning Goal 3

Criminal Justice majors will become information literate
within the context of criminology and the administration of
the criminal justice system.

Students will:
- Objective A: Evaluate appropriate information within the context of
  criminology and the administration of the criminal justice system;
- Objective B: Analyze how ethical principles and ethical codes of conduct
  apply to criminal justice professionals;
- Objective C: Synthesize criminology and information with the
  administration of criminal justice systems.

Minors

Department Minors

- Crimin (p. 149)
- Inter-Disciplinary Minor in Computer Forensics (p. 149) (co-
  administered with the School of Business)

Related Interdisciplinary Minors

- Forensic Psychology (p. 251)
- Biology (For Non-Majors) (p. 115)

*Criminalistics course CRJ 390 recommended in addition to the minor
requirements
Courses

CRJ 227 Criminal Justice I 3 Credits
Analyzes the critical concept of crime, including the difference between crimes of the powerless (blue-collar crimes) and crimes of the powerful (white-collar crimes). Explore major criminology theories and related policies to fight crime and criminal activities. Examine structure, functions, practice and policies of police.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall.

CRJ 228 Criminal Justice II 3 Credits
Analyze the structure of the US Court System along with its practice, including the trial process and sentencing. Evaluate the structure, functions, practice and policies of the US correctional system with a focus on alternatives to incarceration. Examine the Juvenile Delinquency System with an emphasis on Juvenile Courts.
Offered: every spring.

CRJ 250 Criminal Law and Procedure 3 Credits
The substantive criminal law, including offenses against persons, property and public morality with emphasis on New York State Penal Law. Criminal responsibility and defenses. In addition key Supreme Court decisions on the criminal justice related constitutional amendments (4th, 5th, 6th and 8th amendments). Finally, Appeals and post-conviction relief will be discussed.
Prerequisite: CRJ 227.
Offered: every spring.

CRJ 275 Criminal Courts 3 Credits
This course will explore the legal, social and political institutions that affect the dynamics of the criminal process. Topics will include the adversarial process and the decision-making of different participants in the system. The course will also look at the interrelationships that affect and influence court decisions and justice. A thorough examination of this subject will lead to a better understanding of criminal courts and its function within the criminal justice system.
Prerequisite: CRJ 227 and CRJ 228.
Offered: occasionally.

CRJ 280 Legal Writing and Advocacy I 3 Credits
Explores the use of language in the administration of law, including ways to read and brief cases and to read statutes.
Fulfills College Core: Justice, Oral Communication
Offered: spring.

CRJ 285 Legal Writing and Advocacy II 3 Credits
Introduces undergraduates to the practical written and oral application of legal principles by giving them basic tasks a lawyer would perform. Students gain a basic knowledge of the legal system and legal culture, and they also learn to analyze fact situations to spot and present legal issues from different perspectives: the defense, the plaintiff/prosecutor, the judge, and law enforcement. Class discussion includes legal, political, social, and moral implications of facts and law necessary to understand fact- based legal scenarios and to complete the following written assignments expressing this understanding:
Fulfills College Core: Advanced Writing-Intensive
Offered: every fall.

CRJ 300 Special Topics in Criminal Justice 3 Credits
Critical examination of a selected topic in criminal justice. Subject matter determined by the instructor.

CRJ 325 Restorative Justice and the Administration of Justice 3 Credits
Explores the significance of social inequality, especially race/ethnicity, gender and social class, for crimes and criminal justice system. Restorative justice theory, practices and policies are examined as a tool to mitigate the harm of discriminatory practices in the administration of justice.
Prerequisite: CRJ 227 and CRJ 228.
Offered: every spring.

CRJ 330 Current Issues in Forensic Psychology 3 Credits
Application of the science of psychology to questions and issues relating to criminal law and the criminal justice system. Topics discussed include competency to stand trial, assessment of mental state for an insanity plea, and prediction of violence and assessment of risk.
Prerequisites: CRJ 227 and CRJ 228.
Offered: spring.

CRJ 336 Drug Treatment Courts 3 Credits
Examination of drug prohibition and the administration of diversional treatment courts and other treatment of drug offenders.
Offered: occasionally.

CRJ 337 Violence and the Family 3 Credits
How family dynamics can contain elements that give rise to violence, including ‘battered women’ and abused children.
Offered: fall & spring.

CRJ 345 Gangs in American Society 3 Credits
Examines the theoretical causes for the growth of gangs; including youth and criminal gangs. Topics include the social theories, measurement, and solutions.

CRJ 350 Policy Issues in the Administration of Criminal Justice 3 Credits
Critical examination of a selected policy related to criminal justice phenomenon. Subject matter determined by the instructor.
Prerequisite: None.
Offered: every spring.

CRJ 351 Police and the Community 3 Credits
Critical examination of the operation of all levels of law enforcement in America. Topics include the selection process, training, ethics, and police accountability.

CRJ 354 Juvenile Delinquency 3 Credits
Legal processes in juvenile delinquency as well as understanding and analysis of current practices and historic and contemporary issues. Suggested programs for rehabilitation and prevention of delinquency.

CRJ 356 Treatment of Offenders 3 Credits
Correction theory, offender typologies, and nature and diagnosis of offenders and future trends in dealing with criminal offenders.

CRJ 358 Green and White Collar Crime 3 Credits
Analyzes the definition, nature, extend and social cost of white and green collar crimes from both a legalistic and critical approach. Special attention is given on how perpetrators of white and green collar crimes avoid criminal prosecution and the role that the corporate structure has in avoiding the prosecution of these crimes.
Offered: occasionally.
CRJ 359 Social Identities and Crime  
This course explores the intersection between social identities and crime. Social identities never occur alone and their intersection is essential to understand both crime and the administration of the criminal justice system. With a focus on hate crimes, this course analyzes the role that the intersection among race/ethnicity, immigration status, sexual preference, gender and social class has in understanding victimization and offending. This course, also, analyzes how the fear of crime and the social construction of otherness affects crime policies.  
Offered: occasionally.

CRJ 365 Criminalizing the Mentally Ill  
This course examines the legal and policy issues regarding the practice of criminalization of persons with mental illness. Topics investigated include the history of criminalization of persons with mental illness, constitutional issues, law enforcement responses to persons with mental illness, mentally ill offenders in jails and prisons, civil commitment, mental health courts and community supervision strategies.  
Offered: occasionally.

CRJ 382 Criminal Justice Ethics  
The personal, social and criminal justice contexts for understanding justice, crime and ethics. Skills necessary to deal effectively with ethical issues in criminal justice systems. Problems and case studies for active exploration of social issues.  
Prerequisite: CRJ 227 and CRJ 228.  
Fulfills College Core: Ethics  
Offered: fall.

CRJ 385 Death Penalty: Law and Policy  
This course examines the major legal and policy issues relating to the practice of the death penalty in the United States. Topics investigated include the history of the death penalty in the United States, the constitutional limits on the types of crimes and criminals for which the death penalty is permitted, and contemporary controversies regarding the death penalty including potential innocence, special populations, methods of execution, race and gender biases.  
Offered: occasionally.

CRJ 386 Comparative Criminal Justice Systems  
Examines criminal justice systems across the globe including their historical significance and policy implications. Students will also analyze international and transnational crimes within the context of globalization. Students will understand diversity by analyzing similarities and differences across criminal justice systems within the broad categories of policing, legal institutions and correctional structures.  
Prerequisite: CRJ 227.  
Offered: every fall & spring.

CRJ 390 Current Issues in Criminalistics  
Application of the science to the recognition, documentation, preservation, and analysis in the process of collecting physical evidence as it relates to crime, criminal law and criminal procedure. Topics discussed include evidence collection, analysis, criminal procedure and criminal justice, including civil rights.  
Prerequisite: CRJ 227 and CRJ 228.  
Offered: occasionally.

CRJ 455 Criminology  
Classical and contemporary theories of criminal behavior and the role of theory in the criminal justice system. Explanations for why crime occurs, understanding of criminal behavior and its impact on society. Students will be produce a policy analysis research paper that will explore criminal justice policies, criminal theory and justice theories.  
Prerequisite: CRJ 227 and CRJ 228.  
Fulfils College Core: Advanced Writing-Intensive, Justice  
Offered: every fall & spring.

CRJ 461 Criminal Justice Senior Exam  
Students must take a senior exam before they graduate from the Criminal Justice Program with a Bachelors of Science. Students must have Senior Status and take the exam in their final semester before the last week of finals.  
Offered: every spring.

CRJ 498 Criminal Justice Internship  
3-15 Credits  
Opportunity for selected students to participate in daily work of law enforcement agencies, courts, law firms, and social service agencies. Students must apply the semester before they take the internship.  
Prerequisite: minimum GPA of 3.0, junior or senior status, & signature of major advisor.  
Offered: fall & spring.

CRJ 499 Independent Study  
3 Credits  
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.  
Prerequisite: permission of the instructor, department chair, & associate dean.  
Offered: fall & spring.

Criminal Justice Minor

The Criminal Justice minor is designed for students who have chosen another academic major (e.g. Psychology, Political Science) but who may have an academic and/or career interest in the area of criminal justice. Five courses are required. The two Criminal Justice electives can be chosen from any of the Criminal Justice Electives (p. 145) offerings, with at least one course at the 300- or 400-level.

The following courses are required for the Criminal Justice minor:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 227</td>
<td>Criminal Justice I</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 228</td>
<td>Criminal Justice II</td>
<td>3</td>
</tr>
<tr>
<td>Criminal Justice Elective (at any level)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Criminal Justice Elective (at the 300- or 400-level)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15

Interdisciplinary Minor in Computer Forensics

Computer forensics is the science of acquiring, preserving, retrieving and presenting data that has been processed electronically and stored on various types of electronic media including, E-mail and instant message (IM), cellular phones and digital cameras, tablet computers, GPS devices and the Internet.
Computer forensics is appropriate for students interested in a career in information security, criminal justice, forensic accounting, law enforcement, or federal investigations—as well as computer forensics investigations for defense and plaintiff lawyers.

This is a multi-disciplinary minor designed for students who have chosen any academic major in either the School of Arts & Sciences or School of Business, but who may have an academic or career interest in computer forensics.

### Qualifications

Digital Media Arts majors must have a cumulative GPA of at least 2.00, including a minimum grade of C- in all digital media arts courses. It is expected that students in the program must have a GPA much higher than 2.0 to continue as a DMA major and all majors are subject to review relative to their continuation in the program. Transfer students and students changing their major to DMA should meet with the program director to develop an appropriate course of action based on transferred courses.

### Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Digital Media Arts majors are assigned a Department of Communication faculty adviser in the fall of their freshman year.

### A Unique Learning Environment

State-of-the-art facilities provide a 100% hands-on approach to learning. Students learn how to use cutting-edge software, including Adobe Creative Cloud, Final Cut Pro, Ableton Live, Maya, Mudbox, Unity game engine and a wide range of web development tools, including WordPress content management and blogging software — all running at the most up-to-date versions available. Our HD (high definition) video equipment, green screen and media center allow student to create professional grade films and TV programs.

### Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

### Learn Outside the Classroom

Students in the DMA program have numerous opportunities to engage in theoretical and applied research with faculty and third-party institutions. Our faculty is highly engaged in local community of designers, artists, developers and filmmakers, and as a result our students can take advantage of opportunities to learn and practice real-world skills and collaborate with professionals in their area of interest. Some of these opportunities include: Canisius College Video Institute, WordCamp Buffalo, Buffalo Game Space, DMA Student Club, Fusion Gaming Society, Communication Studies Internship Program, Canisius Earning Excellence Program, among others. For more information, please visit our Extended Learning Opportunities page (https://www.canisius.edu/academics/programs/digital-media-arts/digital-media-arts-extended-learning-opportunities/).

### Internships

DMA students are encouraged to participate in at least one internship within their area of interest. All internships require prior approval and are available.
to juniors and seniors who meet the criteria. Internships are a culminating opportunity to apply the theory and skills developed in the classroom, in a real-world setting. Some examples of companies where Canisius students have interned are: WGR-550, Snyacor Inc., Moog Inc., Moore Wallace, Perfect Parallel, Chameleon Communications, Eastco Multimedia Solutions, Buffalo Science Museum, Daily Post, Buffalo Spree magazine, Traffic East Magazine, The Martin Group, Computers for Children Inc., among others.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

The Digital Media Arts degree in the Communication Studies Department focuses on design for web and print, video production/post-production, 3D modeling, animation, interaction and game design in a 13-course, 39-credit major. The program is organized into 4 tracks to help students choose DMA elective courses that are most relevant to their area of study. These tracks are: graphic design, web design, digital filmmaking and game design in a 13-course, 39-credit major. The program is organized into 4 tracks to help students choose DMA elective courses that are most relevant to their area of study. These tracks are: graphic design, web design, digital filmmaking and game design.

Senior Project and Portfolio Requirement

Digital Media Arts majors are required to complete a Senior Project and Portfolio course before graduating from the program. Students register for the course with a professor’s approval based on their progress in the major and chosen track. The following DMA electives fulfill this requirement for each of the tracks:

DMA Elective Courses by Track

In addition to DMA major requirements, students complete 5 courses in a given track, one of which fulfills Senior Project and Portfolio requirement. A number of courses from other programs such as Fine Arts Studio (FAS) or Communication Studies (COM) or Computer Science (CSC) count as DMA electives, however, at least 3 out of 5 electives have to have a DMA prefix (e.g. DMA 395 - Digital Illustration)

Graphic Design

Graphic design is an integral component of communication studies and digital media arts. It’s how we present what we’re trying to say. Talented and skilled graphic designers are in demand in a wide range of areas, including advertising/marketing industries, education institutions, athletics departments, corporations, and non-profits. As a student in this track, you will complete projects focusing on typography, color theory, layout, and illustration in a wide-ranging field of applications and formats. You’ll become an expert in creativity-focused software such as Adobe Photoshop and Adobe Illustrator. You’ll learn to be a creative problem solver, designing unique, engaging and visually dynamic solutions to complex problems. And you’ll build a stunning portfolio that proves it.

For more information about the Graphic Design track, please e-mail Professor Ben Dunkle (dunkleb@canisius.edu).

Graphic Design Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>DMA 212</td>
<td>2D Graphics</td>
<td>3</td>
</tr>
<tr>
<td>DMA 213</td>
<td>3D Graphics</td>
<td>3</td>
</tr>
<tr>
<td>DMA 214</td>
<td>Digital Design Concepts</td>
<td>3</td>
</tr>
<tr>
<td>DMA 215</td>
<td>Digital Media Culture</td>
<td>3</td>
</tr>
<tr>
<td>DMA 216</td>
<td>Digital Media Law</td>
<td>3</td>
</tr>
<tr>
<td>DMA 217</td>
<td>Interaction Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 218</td>
<td>Motion Graphics</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>Credits</td>
<td>24</td>
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</table>

Qualified Non-DMA Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 311</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 315</td>
<td>Advertising and the Creative Process</td>
<td>3</td>
</tr>
<tr>
<td>FAS 110</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>FAS 130</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>FAS 120</td>
<td>Drawing I</td>
<td>3</td>
</tr>
</tbody>
</table>
Digital Media Arts (BS)

FAS 140 Introduction to Still Photography 3
FAS 150 Color 3
FAS 170 Studio Painting I 3
PHI 291 Philosophy of Art 3

Web Design
The web design track will equip students with the skills and understanding needed to succeed in a constantly evolving field. Fluency in front-end technologies such as HTML, CSS, JavaScript are supplemented with core design skills. Advanced topics include WordPress, PHP, MySQL, e-commerce, social media and server management. Graduates can expect to meet the growing industry demand for web designers with a degree, portfolio and resume uniquely positioned to help them succeed.

For more information about the Web Design track, please e-mail Professor Ben Dunkle (dunkleb@canisius.edu).

Web Design Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DMA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMA 342</td>
<td>Introduction to Web Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 370</td>
<td>Designing for Mobile Devices</td>
<td>3</td>
</tr>
<tr>
<td>DMA 442</td>
<td>Advanced Web Design</td>
<td>3</td>
</tr>
<tr>
<td>Qualified Non-DMA Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 108</td>
<td>Introduction to Web Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming</td>
<td>3</td>
</tr>
<tr>
<td>CSC 380</td>
<td>Web Development</td>
<td>3</td>
</tr>
<tr>
<td>FAS 141</td>
<td>Digital Photography</td>
<td>3</td>
</tr>
<tr>
<td>ISB 455</td>
<td>ECommerce</td>
<td>3</td>
</tr>
<tr>
<td>ISB 470</td>
<td>Cyber Security</td>
<td>3</td>
</tr>
</tbody>
</table>

Digital Filmmaking
Advances in SRL, GoPro and 4K digital cinema cameras have brought filmmaking workflows to the computer lab. Digital Media Arts majors combine production skills of working with cameras, lighting, broadcast and audio equipment through the Digital Filmmaking Concentration. DMA filmmaking alums work as professional Independent Filmmakers, Commercial Video Producers, Editors, Motion Graphics and Special Effects Artists.

For more information about the Digital Filmmaking track, please e-mail Professor Jamie O’Neil (oneilj@canisius.edu).

Digital Filmmaking Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMA 385</td>
<td>Digital Filmmaking</td>
<td>3</td>
</tr>
<tr>
<td>DMA 387</td>
<td>Commercial Filmmaking &amp; Video</td>
<td>3</td>
</tr>
<tr>
<td>DMA 399</td>
<td>Social Documentary</td>
<td>3</td>
</tr>
<tr>
<td>DMA 309</td>
<td>Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>DMA 310</td>
<td>Digital Audio/Music Production</td>
<td>3</td>
</tr>
<tr>
<td>DMA 380</td>
<td>Social Media Production</td>
<td>3</td>
</tr>
<tr>
<td>Qualified Non-DMA Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM 325</td>
<td>Media Literacy</td>
<td>3</td>
</tr>
<tr>
<td>COM 361</td>
<td>Introduction to TV Production</td>
<td>3</td>
</tr>
<tr>
<td>COM 374</td>
<td>Film History</td>
<td>3</td>
</tr>
<tr>
<td>COM 375</td>
<td>Film Classics</td>
<td>3</td>
</tr>
<tr>
<td>COM 376</td>
<td>Film Genres</td>
<td>3</td>
</tr>
</tbody>
</table>

Game Design
Why study game design? The video game industry has been driven by phenomenal technological innovation and creativity. It’s a constantly growing field and is expanding into areas such as simulation (e.g., medical, sports and product simulations), advertising, training and education, moving well beyond pure entertainment. As a Digital Media Arts major focusing in Game Design, you will learn game design theory and history, character design, character animation, level design and mobile game development, using cutting-edge, industry standard tools. Students are also encouraged to take courses in Fine Arts Studio to strengthen their artistic skills as well as in Computer Science to learn more about the programming aspect of game development.

For more information about the Game Design track, please e-mail Professor Ben Dunkle (dunkleb@canisius.edu).

Game Design Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DMA 346</td>
<td>Video Games History &amp; Technique I</td>
<td>3</td>
</tr>
<tr>
<td>DMA 356</td>
<td>Video Games History &amp; Technique II</td>
<td>3</td>
</tr>
<tr>
<td>DMA 351</td>
<td>Game Level Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 352</td>
<td>Character Design</td>
<td>3</td>
</tr>
<tr>
<td>DMA 354</td>
<td>Game Development</td>
<td>3</td>
</tr>
<tr>
<td>DMA 355</td>
<td>Character Animation</td>
<td>3</td>
</tr>
<tr>
<td>DMA 371</td>
<td>Game Design for Mobile Devices</td>
<td>3</td>
</tr>
<tr>
<td>DMA 450</td>
<td>Serious Games</td>
<td>3</td>
</tr>
<tr>
<td>Qualified Non-DMA Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming</td>
<td>4</td>
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<tr>
<td>CSC 111L</td>
<td>Introduction to Programming Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CSC 112</td>
<td>Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CSC 112L</td>
<td>Data Structures Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CSC 360</td>
<td>Intelligent Systems</td>
<td>4</td>
</tr>
<tr>
<td>CSC 360L</td>
<td>Intelligent Systems Laboratory</td>
<td>4</td>
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<tr>
<td>FAS 120</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>FAS 131</td>
<td>Sculpture I</td>
<td>3</td>
</tr>
<tr>
<td>FAH 109</td>
<td>History of Architecture</td>
<td>3</td>
</tr>
<tr>
<td>PHI 291</td>
<td>Philosophy of Art</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1
Student portfolios will be relevant to the demands of the DMA industry and accessible
Students will produce work that is:

- Objective A: related to student’s concentration;
- Objective B: accessible by target audience and presented professionally;

Student Learning Goal 2
Student portfolios will be of high quality
Student will produce work that:
Courses

DMA 201 Introduction to Digital Media
Introduces the fundamentals of digital systems and technologies through class lecture and hands-on approaches. Software and hardware used for web design, multimedia, video production, graphics and audio production.
Offered: every fall & spring.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 212 2D Graphics
This course will familiarize students with techniques, file formats and applications for creation of 2D graphics. Students will develop digital image creation skills along with effective workflow habits.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.
Offered: every spring.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 213 3D Graphics
This course is an introduction to digital 3D graphics for illustration, simulation, animation and game design. Students using Autodesk Maya, Mudbox and Unity game engine software will learn basic techniques of modeling, texturing, lighting and animation as they draw inspiration for their projects from the rich history of visual arts. This course is a prerequisite for all 300 level production courses that are part of the Game Design concentration.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: every spring.

DMA 214 Digital Design Concepts
Introduces the conceptual, perceptual and manual skills in traditional graphic design. Topics include typography and visual communication, color theory, the principles of form, structure, spatial design and photo manipulation.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: on campus every fall, and online every summer.

DMA 215 Digital Media Culture
Explores how digitization impacts our personal, business, cultural, institutional and international lives. Also examines the ways in which digital media transform communication and expression.
Fulfills College Core: Field 5 (Social Sciences)
Offered: every fall.

DMA 216 Digital Media Law
Introduces a wide range of legal and ethical issues in cyberspace, including: the First Amendment, copyright, fair use, libel, hate speech, pornography, obscenity, privacy, commercial speech and national security.
Offered: every spring.

DMA 217 Interaction Design
This course is an introduction to programming for designers using JavaScript and JavaScript based libraries such as JQuery, CreateJS and JavaScript for Unity game engine. Students will learn principles of Interaction Design and User-Centered Design to build interactivity into web pages for the purpose of advertising, training and entertainment.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.
Offered: every fall.

DMA 218 Motion Graphics
This course covers the fundamentals of key-frame based animation in Adobe After Effects. Students produce motion graphics for informational presentations, such as commercials and PSAs, as well as typographic effects and logo spins for movie trailers, video intros and promotional digital marketing projects.
Offered: every fall.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 309 Music Technology
Explore music sequencing, midi, audio plug-ins and other tools used by professional musicians, sound designers and multimedia specialists. No music background required.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 310 Digital Audio/Music Production
Learn fundamental techniques of digital audio and music production using current technologies in digital recording, software and audio post-production. Discuss current trends in audio production and the tools used for composing electronic music. No music background required.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 342 Introduction to Web Design
Introduction to the state of the art, on-line multimedia publishing. Working individually and in teams, students learn to publish well-designed World Wide Web documents that communicate effectively.
Offered: occasionally.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 347 Video Games History & Technique I
This course provides an analytical and historical approach to the advancement of entertainment software. Encompassing cultural, professional, business, and scientific and technical evolution, the History of Video Games will communicate the socio-cultural impact of interactive entertainment on society.
Offered: offered every third semester.

DMA 348 Video Games History & Technique II
How did the video game industry earn more revenue than the movie and music industries combined to become the largest entertainment? This course provides the answer and a whole lot more providing insight into the cause and effects of game design evolution and how it relates to culture and society, Video game history and topics from the mid 1990’s to the modern day are covered. While this course continues where DMA 346 (Video Game History & Technique) left off, 346 is not required to take this course.
Offered: offered every third semester.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 351 Game Level Design
Creating a game level takes planning, artistic and technical skill, user testing, and understanding of designer’s vision. In this course students learn how to design game levels that provide challenges, support the story and are exciting to explore and interact with.
Prerequisite: minimum grade of C- in DMA 213 or permission of instructor.
Offered: every spring.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 352 Character Design
This course is a comprehensive overview of 3D character design and development for games and simulations. Students start the process with concept sketches, then continue with modeling and rigging. The final result is an optimized, fully rigged character, ready for animation and real-time rendering in a game engine.
Prerequisite: minimum grade of C- in DMA 213 or permission of instructor.
Offered: fall of even-numbered years.
Fulfills College Core: Field 3 (Literature and the Arts)

DMA 354 Game Development
This course is a hands-on overview of interactive techniques and game design approaches for development of games and simulations. Students explore concepts of procedural rhetoric, interactive storytelling, iterative design and teamwork as they develop a working prototype of a game or simulation.
Prerequisite: minimum grade of C- in DMA 213 or permission of instructor.
Offered: fall of even-numbered years.
Fulfills College Core: Field 3 (Literature and the Arts)
DMA 355 Character Animation 3 Credits
Character animation is one of the most important elements of game design. Students learn essential techniques and principles to create convincing, interactive character animations for games and simulations.
Prerequisite: DMA 213 or permission of instructor.

DMA 356 Video Games History & Technique II 3 Credits
How did the video game industry earn more revenue than the movie and music industries combined to become the largest entertainment? This course provides the answer and a whole lot more providing insight into the cause and effects of game design evolution and how it relates to culture and society. Video game history and topics from the mid 1990’s to the modern day are covered. While this course continues where DMA 346 (Video Game History & Technique) left off, 346 is not required to take this course.
Offered: every third semester.

DMA 363 Print Design 3 Credits
Focuses on critical topics in layout, folding, binding and printing, as well as critical/creative issues in magazine, publication and high-end corporate design.
Prerequisite: minimum grade of C- in DMA 212 or DMA 214.
Offered: spring of odd-numbered years.

DMA 370 Designing for Mobile Devices 3 Credits
Proliferation of mobile devices in our society has had great effect on how information is distributed, how content is produced and how people interact with digital content. In this course students learn how to design and create content targeted for mobile screens, and how to take advantage of mobile specific functionality such as touch, multi-touch, GPS and accelerometer.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.
Offered: spring of even-numbered years.

DMA 371 Game Design for Mobile Devices 3 Credits
Mobile platforms have become very popular for distribution of games. In this course students learn how to design and develop 2D and 3D mobile games with user-centric approach. Students explore game design techniques that take advantage of mobile specific hardware functionality such as: accelerometer, multi-touch and GPS.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.

DMA 380 Social Media Production 3 Credits
Students will learn a variety of hands-on production skills that can be utilized for communicating on social media with photography, video, audio podcasting, motion graphics, and the design of email promotions, landing pages, coupons etc. Students will develop narrative strategies for both individual and organizational social media branding, as well as explore app-based tools that extend the use of digital media software.
Prerequisite: Either DMA 201 or JRN 200.
Offered: every fall.

DMA 384 Typography 3 Credits
This course will focus on typography as an element of graphic design. Through assignments, class discussion, and reading, students can expect a greater understanding of how typography can enhance creativity and communication.

DMA 385 Digital Filmmaking 3 Credits
This course introduces advanced SLR and digital cinema camera lens techniques for narrative filmmaking (shooting dramatic and comedic scenes). Production demos include lighting for filmmaking, boom mics, and camera support systems for dolly, crane and steady-cam shots. Final Cut and Adobe Premiere software is used to learn the techniques of narrative film editing.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.

DMA 387 Commercial Filmmaking & Video 3 Credits
Students create short-form TV and Web video commercials, learn camera and lens techniques for shooting action B-roll (sports, how-to, music video etc.) promotional videos, and branded films. This course also covers wireless audio and LED lighting equipment for run-and-gun interview shooting, a crucial skill for broadcast, advertising or documentary work.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.

DMA 393 Advertising Design 3 Credits
Offers experienced design students a series of challenging projects and exercises, characteristic of those found in the advertising industry. Projects will undergo proposal, development, and critique in a group setting. Projects will be done in collaboration with COM 320-Advertising Writing. This course fulfills Senior Project and Portfolio requirement for Graphic Design concentration.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.
Offered: spring of even-numbered years.

DMA 395 Digital Illustration 3 Credits
Don’t violate copyrighted imagery off the web -- create your own! You don’t have to know how to draw to create stunning graphics. Use Adobe CS to learn approaches, techniques and current trends of professional illustrators.
Prerequisite: minimum grade of C- in DMA 201 or permission of instructor.

DMA 399 Social Documentary 3 Credits
This course fulfills the Senior Project and Portfolio requirement for the Digital Filmmaking concentration. Students examine a survey of important documentary photographers and filmmakers in order to understand the social function and ethical issues of documentary images. With the skills of the filmmaker, students realize how engagement with social issues is a key ingredient to their professional success in the industry.
Prerequisite: minimum grade of C- in DMA 201, JRN 201, or permission of instructor.
Fulfills College Core: Core Capstone
Offered: every spring.

DMA 442 Advanced Web Design 3 Credits
This course is for students with a serious interest in web design. It aims to explore the current state of web design techniques and trends including responsive web design, custom WordPress themes, and e-commerce development. This course fulfills Senior Project and Portfolio requirement for Web Design concentration.
Prerequisite: minimum grade of C- in DMA 342, or CSC 108, or DMA 217, or permission of instructor.
Offered: spring of odd-numbered years.

DMA 450 Serious Games 3 Credits
This course is an overview of a growing genre of Serious Games or games for purposes other than entertainment. Students learn about games for education, health, social change, marketing and training. The course concludes with a working prototype of a serious game, developed by small teams of students. This course fulfills Senior Project and Portfolio requirement for Game Design concentration.
Prerequisite: minimum grade of C- in DMA 351, or DMA 354, or DMA 371, or permission of instructor.
Offered: fall of odd-numbered years.
DMA 488 Internship I Seminar 1-12 Credits
Student experientially learns communication functions in compatibly matched professional setting, locally or out-of-town. Faculty and on-site supervision. Seminar required. Pass/fail. May be repeated as DMA 498, 12-credit limit for DMA 488 and DMA 498 combined. Applications on Communication Studies Department website.
Prerequisite: junior or senior standing, minimum overall GPA of 2.50, minimum digital media arts average of 2.70, & approval by department faculty.
Offered: every fall & spring.

DMA 491 Video Institute I 1-3 Credits
Students produce significant projects in video, film, and television. See Dr. Irwin or Professor O’Neil for additional information.

DMA 492 Video Institute II 3 Credits
Students produce significant projects in video, film, and television. See Dr. Irwin or Professor O’Neil for additional information.
Prerequisite: DMA 491

DMA 493 Video Institute III 3 Credits
Students produce significant projects in video, film, and television. See Dr. Irwin or Professor O’Neil for additional information.
Fulfills College Core: Core Capstone

DMA 494 Video Institute IV 3 Credits
Students produce significant projects in video, film, and television. See Dr. Irwin or Professor O’Neil for additional information.
Fulfills College Core: Core Capstone

DMA 499 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

English

In keeping with the college’s Jesuit mission to educate the whole person, the English Department strives to nurture intellectual and spiritual growth through the study of literature and the practice of writing. The department fosters academic excellence through a diverse and rigorous curriculum that serves all students at Canisius. The English department is vitally committed to student learning in the Canisius Core Curriculum. Academic Writing (ENG 111) develops essential writing and critical skills, while Writing About Literature (ENG 112) studies literature as creative expression and builds critical and analytical skills through a writing process that includes a research assignment. In addition, the English department offers a range of literature and writing courses in the Core’s Breadth of Knowledge field for Literature and the Arts (Field 3). These courses, taught at all levels, emphasize the aesthetic value of the works studied. Several English courses also fulfill Core cross-disciplinary knowledge requirements (in diversity, justice, or global awareness) and Core cross-disciplinary skills requirements (in oral communication or advanced writing intensive).

The English Department offers two majors: English and Creative Writing.

Majors
- English Major (p. 155)
- Creative Writing Major (p. 162)

Minors
The English Department offers four minors:
- English Minor (p. 157)
- The Writing Minor (p. 164)
- Creative Writing Minor (p. 163)
- Theatre Arts Minor (p. 164)

English (BA)

Chair: Mick Cochrane, PhD

Introduction
The English major is structured to help students build their reading, writing, and critical skills, as they gain broad exposure to British and American literature and develop a particular interest within the field of English studies. Two-hundred level courses, usually taken in the sophomore year, are organized around a particular literary genre or theme and emphasize literary analysis. ENG 299 introduces majors to critical methods and theoretical approaches to reading and writing, providing a gateway for studying literature at the upper-level. Courses numbered 300 and above are typically based in literature from a particular historical period and usually focus on a tradition, issue, or topic vital to English studies. These more advanced courses often require student presentations, critical approaches, and researched papers. Finally, an English capstone seminar helps students synthesize skills and knowledge from their coursework and reflect upon the meaning and value of their English major.

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please see our English department website (https://www.canisius.edu/academics/programs/english/).

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in English.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.
Dual majors involving English are available in a large number of areas, including classics (p. 125), creative writing (p. 162), communication (p. 132), journalism (p. 203), history (p. 188), modern languages (p. 215), philosophy (p. 224), psychology (p. 244), sociology (p. 259), and biology (p. 104). Interested students should consult the chairs of both departments. With the permission of both chairs, interdisciplinary courses may be used for credit toward the major requirements in both departments.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Internships

In addition to the classroom experience, internships in local businesses, arts, non-profit and social service oriented organizations prepare majors for careers in all areas where effective communication and understanding are essential, such as teaching, writing, law, social work, mass media and public relations.

Co-Curricular Activities

Additional department activities, designed to make literature a more integral part of the academic and creative life of English majors and other members of the college community, include The Quadrangle literary magazine, Sigma Tau Delta (International English Honors Society), and the Canisius College Contemporary Writers’ Series. Also available for students are The Griffin college newspaper and the Little Theatre.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td>English 300 level Shakespeare: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English 300 level British Literature before 1800: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English 300 level American Literature before 1900: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>English 200 level or 300 level Writing/Rhetoric: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 450</td>
<td>English Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>200-level English electives: 2 courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>English Major electives: 4 courses (3/4 at 300-level)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Prerequisites for 200-level and above English courses: ENG 111 and ENG 112 (students who matriculated in fall 2017 or earlier use FYS 101 and ENG 101 as prerequisites), or permission of the department chair. Acting courses (I and II) carry no prerequisites and are open to freshmen.

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th></th>
<th>Sophomore</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>200-level English elective</td>
<td>Spring</td>
<td>ENG 299</td>
</tr>
<tr>
<td>Fall</td>
<td>200-level English elective</td>
<td>Spring</td>
<td>Writing/Rhetoric or Major elective</td>
</tr>
<tr>
<td>Junior</td>
<td>Shakespeare</td>
<td>Senior</td>
<td>Pre-1800 British Literature</td>
</tr>
<tr>
<td>Pre-1900 American Literature</td>
<td>Writing/Rhetoric or Major elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Major Elective</td>
<td>Spring</td>
<td>English Major Senior Seminar</td>
</tr>
<tr>
<td>Senior</td>
<td>Major Elective</td>
<td>Major Elective</td>
<td></td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1

Students will demonstrate an understanding of literary continuity through attention to different literary genres, literary traditions, historical periods, or national literatures. Students will:

- Objective A: Students will evaluate literary works within specific genres, traditions, periods, or national literatures;
- Objective B: Students will evaluate literary works across specific genres, traditions, periods, or national literatures.

Student Learning Goal 2

Students will demonstrate an understanding of literary texts as works of art.

Students will:

- Objective A: Analyze literary works through carefully selected textual examples;
- Objective B: Analyze literary works in terms of literary language or structure;

Student Learning Goal 3

Students will demonstrate an understanding of the role of literary criticism in shaping the meaning and significance of literature.

Students will:
- **Objective A**: Incorporate critical sources appropriately into their writing;
- **Objective B**: Integrate critical sources effectively into their analysis of literature;
- **Objective C**: Situate their interpretation of literature in terms of critical issues or theories;
- **Objective D**: Students will use MLA bibliographic and citation style.

**Student Learning Goal 4**

Students will demonstrate writing skills commensurate with the development of a clear thesis, logical organization, appropriate use of evidence, and command of English grammar and usage.

Students will:

- **Objective A**: Students will demonstrate the ability to introduce a literary topic and assert a thesis;
- **Objective B**: Students will demonstrate the ability to use evidence to make a point about literature;
- **Objective C**: Students will demonstrate the ability to develop an argument about literature with coherent paragraphs;
- **Objective D**: Students will demonstrate the ability to develop an argument about literature with a logical overall structure;
- **Objective E**: Students will demonstrate the proper use of grammar and punctuation, as well as versatility with vocabulary and sentence structure.

**Minor**

For non-majors only. The Minor is a six-course sequence. It requires ENG 299 and 5 additional ENG courses, at least 3 at the 300-level.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td>3 ENG electives at the 300- or 400-level</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2 ENG electives (at the 200-level or higher)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>

**Courses**

**ENG 100 Introduction to College Writing**  3 Credits
Designed to help improve proficiency in English composition. Involves frequent writing, practicing strategies for gathering ideas, drafting, revising and editing, and reading/studying prose models.

**ENG 101 Writing about Literature**  3 Credits
Introduces students to the study of literature as a creative expression of ideas. Students will sample literary work from the major genres (poetry, fiction, drama, literary nonfiction). They will develop a literary vocabulary; hone their critical and analytical skills; and practice the writing process, including completion of a research assignment.

**ENG 111 Academic Writing**  3 Credits
A course emphasizing the production of academic writing through critical analysis of challenging texts. Topics may be drawn from a wide range of academic disciplines. Stress on writing to enhance learning, finding and evaluating information, practicing academic integrity, negotiating the process of revision, and using correct grammar and syntax.

**ENG 112 Writing about Literature**  3 Credits
Strategies for reading and writing about literature (poetry, drama, fiction, literary essays). Emphasis on understanding and interpreting primary texts, rather than reading criticism. Intensive attention to writing, including the development and organization of interpretive essays, as well as the use and evaluation of sources.

**Prerequisite**: ENG 111.

**Offered**: every fall & spring.

**ENG 147 Acting I**  3 Credits
Introduction to the art of acting. Through lecture and practice in acting assignments in class, students gain understanding of the actor’s role in theater.

**Restriction**: none (open to any student, including freshmen).

**Fulfills College Core**: Oral Communication

**ENG 148 Acting II**  3 Credits
Continuation of Acting I.

**Restriction**: none (open to any student, including freshmen).

**Fulfills College Core**: Oral Communication

**ENG 201 Poetry**  3 Credits
Introductory survey of poetry for majors and non-majors.

**Prerequisite**: either FYS 101 & ENG 101 or ENG 111 & ENG 112, or permission of the department chair.

**Fulfills College Core**: Advanced Writing-Intensive, Field 3 (Literature and the Arts)

**Offered**: occasionally.

**ENG 202 Drama**  3 Credits
Introductory survey of drama for majors and non-majors.

**Prerequisite**: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

**Fulfills College Core**: Advanced Writing-Intensive, Field 3 (Literature and the Arts)

**Offered**: occasionally.

**ENG 205 Varieties of the Essay**  3 Credits
Practice in writing several kinds of essays. Readings will provide models for writing on topics such as interpersonal relationships, cultural values, politics, nature and the environment. Special attention given to writing style.

**Prerequisite**: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

**Fulfills College Core**: Advanced Writing-Intensive, Field 3 (Literature and the Arts)

**Offered**: occasionally.

**ENG 208 Novel**  3 Credits
Introductory survey of the novel for majors and non-majors.

**Prerequisite**: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

**Fulfills College Core**: Advanced Writing-Intensive

**Offered**: occasionally.

**ENG 211 Science Fiction and Fantasy**  3 Credits
Survey of science fiction for majors and non-majors.

**Prerequisite**: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

**Fulfills College Core**: Field 3 (Literature and the Arts)

**Offered**: occasionally.

**ENG 213 Word and Image**  3 Credits
Focuses on the formal and thematic elements of literary texts, films and texts composed of both words and images.

**Prerequisite**: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

**Fulfills College Core**: Field 3 (Literature and the Arts)

**Offered**: occasionally.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Course Description</th>
<th>Prerequisite</th>
<th>Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 216 Literature and Business</td>
<td>3 Credits</td>
<td></td>
<td>Explores a range of literary representations of work, labor relations, business ethics, and developments in corporate culture. Emphasizes the different power relations between workers, managers, and consumers. Focuses on the analysis of literature—fiction and non-fiction—and film chosen from different historical periods and traditions. Open for majors and non-majors.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 217 Law and Literature</td>
<td>3 Credits</td>
<td></td>
<td>Explores a range of literary representations of legal institutions, the impact of significant legislation, and relationships between individuals and the law. Considers the multiple interpretations of law and legal authority. Focuses on the analysis of literature—fiction and non-fiction—and film chosen from different historical periods and traditions. Open for majors and non-majors.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 218 Literature and Medicine</td>
<td>3 Credits</td>
<td></td>
<td>Surveys a range of Western cultural literary representations of health and disease, emphasizing the different power positions occupied by patient, caretaker, and doctor. Open to majors and non-majors.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 219 Literature and Psychology</td>
<td>3 Credits</td>
<td></td>
<td>Focuses on the convergence of the disciplines of literature and psychology, especially the ways in which psychology has drawn on literary genres, techniques and motifs. Open to majors and non-majors.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 223 Images of Women in Literature and Film</td>
<td>3 Credits</td>
<td></td>
<td>Representations of women as major characters in literature and film.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 224 The Journey in World Literature</td>
<td>3 Credits</td>
<td></td>
<td>Explores the concept of the journey in international literature from a number of cultural and intellectual perspectives.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 225 The Journey in American Literature</td>
<td>3 Credits</td>
<td></td>
<td>Explores the concept of the journey in American Literature to examine the multi-cultural character of the United States.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 226 The Quest in Medieval Literature</td>
<td>3 Credits</td>
<td></td>
<td>The theme of the quest focuses this survey of medieval literature which includes texts from Anglo-Saxon poetry, the French Lais, and the Arthurian legends. The class also considers how these Medieval texts have been adapted in contemporary film and the stage.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 227 Literature and Film</td>
<td>3 Credits</td>
<td></td>
<td>Focuses on the rigorous analysis of poetry, prose narrative and drama chosen from different historical periods, the course will stress writing with critical awareness about literature.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 228 Literature and the Arts</td>
<td>3 Credits</td>
<td></td>
<td>Explores a range of literary representations of legal institutions, the impact of significant legislation, and relationships between individuals and the law. Considers the multiple interpretations of law and legal authority. Focuses on the analysis of literature—fiction and non-fiction—and film chosen from different historical periods and traditions. Open for majors and non-majors.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 229 Introduction to Creative Writing</td>
<td>3 Credits</td>
<td></td>
<td>Workshop in the fundamentals of poetry and fiction writing, focusing on the close study and discussion of both student manuscripts and professional texts.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>every fall &amp; spring.</td>
</tr>
<tr>
<td>ENG 230 Introduction to English Studies</td>
<td>3 Credits</td>
<td></td>
<td>Introduction to the essentials of literary analysis and interpretation. Focusing on the rigorous analysis of poetry, prose narrative and drama chosen from different historical periods, the course will stress writing with critical awareness about literature.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>every fall.</td>
</tr>
<tr>
<td>ENG 231 British Literature I</td>
<td>3 Credits</td>
<td></td>
<td>A survey of British literature from Medieval times through the Seventeenth Century.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 232 Age of Shakespeare</td>
<td>3 Credits</td>
<td></td>
<td>A survey of poetry, prose, and drama in the vibrant English Renaissance.</td>
<td>either FYS 101 and ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>occasionally.</td>
</tr>
<tr>
<td>ENG 233 Eighteenth Century Literature</td>
<td>3 Credits</td>
<td></td>
<td>A survey of the poetry and prose of major British authors in the “long” eighteenth century.</td>
<td>either FYS 101 &amp; ENG 101, or ENG 111 &amp; ENG 112, or permission of the department chair.</td>
<td>occasionally.</td>
</tr>
</tbody>
</table>

**Advanced Writing-Intensive, Diversity, Field 3 (Literature and the Arts) Fields:**
- English (BA)
ENG 308 Nineteenth Century British Literature 3 Credits
A survey of the major works and authors of the Romantic and Victorian periods.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Offered: occasionally.

ENG 309 Transatlantic Modernism 3 Credits
A survey of representative figures and genres in early twentieth-century British and American literature
Prerequisite: either FYS 101 & ENG 101 or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Diversity
Offered: occasionally.

ENG 315 American Literature I 3 Credits
Studies the formation of a national literature from origins to 1900 through a diversity of American writers. (Diversity).
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Diversity
Offered: occasionally.

ENG 316 Revising the American Renaissance 3 Credits
The course looks at a prolific period in American Literature from 1820-1865 examining romanticism, sentimentality, the slave narrative and periodical literature.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Offered: occasionally.

ENG 319 Special Topics in American Literature 3 Credits
The study of a particular theme, mode or period, such as "Captivity Narratives" and "The Rise of the American Novel." Topics vary semester to semester.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Offered: occasionally.

ENG 322 Shakespeare I 3 Credits
Introductory survey for majors. Plays drawn from the categories of comedy, tragedy and history.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Offered: once a year.

ENG 323 Shakespeare II 3 Credits
Works selected with emphasis on specific themes, structures, or styles. Shakespeare I is not a prerequisite.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Offered: occasionally.

ENG 339 Southern Literature 3 Credits
Studies twentieth-century literary fiction from the U.S. Southern region in terms of Southern history and culture, especially the legacy of the institution of slavery and the Civil War. Authors include William Faulkner, Flannery O'Connor, Toni Morrison, and others.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Diversity
Offered: occasionally.

ENG 342 Writing Young Adult Fiction 3 Credits
Combines the study and the practice of the genre, reading and writing. Students study young adult novels in order to gain a sense of the variety of approaches and techniques available to a writer of YA fiction and, in a workshop setting, students propose, draft, revise, and edit YA stories of their own.
Prerequisite: either FYS 101 & ENG 101 or ENG 111 & ENG 112, and ENG 294, or permission of the department chair.
Offered: fall of even-numbered years.

ENG 347 English Novel I 3 Credits
Studies a range of seventeenth- and eighteenth-century novels and their contexts, including both experimental works and traditional domestic tales.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Offered: occasionally.

ENG 350 The Theater Experience 3 Credits
Up close and personal experience in theater production through attendance at professional plays in the city, and hands-on experience in reading and producing short works in the classroom.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Oral Communication
Offered: every spring.

ENG 365 English Core Capstone 3 Credits
Themed courses that integrate core curriculum attributes and skills. For majors and non-majors. Topics vary by semester and have recently included "Culture and Conflict: Re-Interpreting World War I," "Memoir: Individual and Culture," and "Post-Colonial Literatures".
Prerequisites: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Core Capstone
Offered: every spring.

ENG 368 Native American Literature 3 Credits
A survey of contemporary Native American literature, covering major and lesser-known authors. The course traces the origins of traditions, both thematic and structural.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: occasionally.

ENG 369 Contemporary American Fiction 3 Credits
Study of recently published novels and short stories, exploring the formal and thematic range of new fiction and focusing on the contemporary issues it reflects.
Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.
ENG 370 English Gothic Novel

This course will examine the English Gothic novel. Gothic novels emphasize the horrible, the supernatural, the sublime, and the fantastic, finding their inspiration in the mystery of the unknown. Knowledge and mystery, good and evil, the beautiful and the sublime, light and dark, all are opposing forces that characterize the human condition in the Gothic novel, which often dramatizes psychological, social, and sexual conflict. We will begin with Walpole and wend our way through the eighteenth- and nineteenth-century Gothic tradition and discuss how the Gothic transforms, adapting its political and social critique and incorporating developing understandings of human psychology.

Prerequisites: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Offered: occasionally.

ENG 373 Jane Austen

Studies the novels along with literary criticism and other eighteenth century texts in order to understand Austen and her time.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Offered: occasionally.

ENG 375 US Cold War Culture and Counterculture

An exploration, through readings in literature, history, and film, of trauma and optimism following the end of World War II in the United States, both the construction of a conformist culture and the emergence of counterculture meant to contest it.

Prerequisites: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Fulfills College Core: Diversity, Field 3 (Literature and the Arts)

Offered: occasionally.

ENG 381 Postcolonial Literature

Post World War II literature from areas of the globe that have recently emerged from European colonization; may include literature and film from Africa, the Middle East, South Asia, the Caribbean, or Ireland.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Fulfills College Core: Global Awareness

Offered: occasionally.

ENG 382 African American Literature

A survey of major writers and historical trends in African American literature from the time of slavery to the present.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Fulfills College Core: Diversity, Field 3 (Literature and the Arts)

Offered: occasionally.

ENG 383 Advanced Academic Writing

Intensive practice writing a sustained academic argument, including developing a topic, defining a purpose, conducting research, synthesizing sources and drafting an essay.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

Fulfills College Core: Advanced Writing-Intensive

Offered: occasionally.

ENG 385 Rhetoric and Composition

Introduction to the theoretical underpinnings and applications of rhetoric and composition.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

Fulfills College Core: Advanced Writing-Intensive

Offered: occasionally.

ENG 388 Literary Publishing

A practicum combining the study of the history of the literary magazine in America with the practical work of editing The Quadrangle, the Canisius College literary magazine.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

Offered: every spring.

ENG 389 Business Communication

Practice in writing letters, memos and reports, with models and strategies offered for each form.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

Fulfills College Core: Advanced Writing-Intensive

Offered: every fall, spring, & summer.

ENG 390 Tutoring Writing

A theoretical and practical introduction to the methods and strategies of tutoring in a writing center.

Prerequisites: a minimum grade of C in either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Offered: every fall.

ENG 391 Advanced Creative Writing: Fiction

Workshop for experienced writers in fiction.

Prerequisite: minimum grade of B in ENG 294 or permission of instructor.

Offered: spring of even-numbered years.

ENG 392 Advanced Creative Writing: Poetry

Workshop for experienced writers in poetry.

Prerequisite: minimum grade of B in ENG 294 or permission of instructor.

Offered: spring of odd-numbered years.

ENG 393 Advanced Creative Writing: Memoir & Nonfiction

Workshop for experienced writers in memoir.

Prerequisite: minimum grade of B in ENG 294 or permission of instructor.

Offered: fall of odd-numbered years.

ENG 396 English Honors Seminar

English Honors seminars are designed by faculty around especially engaging questions, topics, and texts. Some are interdisciplinary; some involve both critical and creative writing; others are organized around a particular period, theme, critical approach, or major writer. Majors do not need to be in the English Honors Program to take this course.

Prerequisite: either FYS 101 or ENG 101, or ENG 111 & ENG 112, or permission of department chair.

Offered: every fall & spring.

ENG 450 English Capstone Seminar

A culminating experience where students apply critical skills and knowledge gained from their English major coursework to an intensive study of a particular literary theme or subject. Topics vary by semester.

Prerequisite: either FYS 101 & ENG 101, or ENG 111 & ENG 112, or permission of the department chair.

Offered: every fall.

ENG 490 Creative Writing Senior Capstone

Focus on preparation of a portfolio of polished work, creation of an artistic statement, submission of professional work, and career opportunities for writers.

Prerequisite: minimum grade of B in ENG 294 or permission of instructor.

Offered: every spring.
ENG 497 English Honors Thesis  
3 Credits  
The honors thesis is a long paper, written on a topic of the student’s choosing under the direction of a faculty mentor, the culmination of a semester’s reading, researching, and writing.  
Offered: every fall & spring.

ENG 498 Internship  
3 Credits  
Internships are by application only and must be approved by the associate dean.

ENG 499 Independent Study  
1-3 Credits  
Offers the opportunity to conduct a program of independent readings and/or research on a topic of the student’s choice under the supervision of a member of the English Department. Independent studies require an application and approval by the associate dean.  
Prerequisite: permission of the instructor, department chair, & associate dean.

The Dual Degree Program (http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-and-msed-swds#curriculumtext) offers a BA in English as well as a MSeD in Adolescence 7-12 Teaching Students with Disabilities Generalist. This dual degree program leads to Initial Adolescence Certification in English as well as Initial Certification in Adolescence 7-12 SWD Generalist. Since it leads to two teaching certificates, candidates must meet the content requirements for both over the course of their curriculum. In most cases, the content area major covers those requirements. In some instances New York State has additional requirements. Please note, this dual degree program can be completed in as little as 5 years if one summer is included.

Curriculum Requirements

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

English (BA)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 300 level Shakespeare: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 300 level British Literature before 1800: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 300 level American Literature before 1900: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENGL 200 level or 300 level Writing/Rhetoric: (one)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 450</td>
<td>English Capstone Seminar</td>
<td>3</td>
</tr>
<tr>
<td>200-level English electives: 2 courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

English Major electives: 4 courses (3/4 at 300-level)  

Total Credits  
36

Prerequisites for 200-level and above English courses: ENG 111 and ENG 112 (students who matriculated in fall 2017 or earlier use FYS 101 and ENG 101 as prerequisites), or permission of the department chair. Acting courses (I and II) carry no prerequisites and are open to freshmen.

Adolescence Education 7-12, Teaching Students with Disabilities Generalist (MSEd)

The education curriculum is provided below for the MSEd portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Please select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence or EDS 402</td>
<td>3</td>
</tr>
<tr>
<td>EDS 405</td>
<td>Methods of Teaching Mathematics: Adolescence or EDS 403</td>
<td>3</td>
</tr>
<tr>
<td>SPE 640</td>
<td>Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPE 652</td>
<td>Functional Curriculum for Students with Severe Disabilities and ASD</td>
<td>3</td>
</tr>
<tr>
<td>SPE 649</td>
<td>Transition Issues for Adolescents with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 580</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 631</td>
<td>Reading and Writing Process for Students with Learning and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 615</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPE 644</td>
<td>Collaborative Practices on a Transdisciplinary Team</td>
<td>3</td>
</tr>
<tr>
<td>EDU 556</td>
<td>Assessment for Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPE 698</td>
<td>Seminar in Teaching and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SPE 693</td>
<td>Student Teaching</td>
<td>9</td>
</tr>
<tr>
<td>SPE 697</td>
<td>Student Teaching Seminar</td>
<td>0</td>
</tr>
<tr>
<td>EDU 595</td>
<td>Child Abuse Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 596</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 597</td>
<td>Dignity for All Students Workshop</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Credits  
57

* Please remember two math, two science, and two history courses are needed for SWD cert.
**Roadmap**

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>ENG 112</td>
</tr>
<tr>
<td>EDS 101</td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 299</td>
<td>English Elective (200-level)</td>
</tr>
<tr>
<td>English Elective (200-level)</td>
<td>Writing/Rhetoric or Major Elective</td>
</tr>
<tr>
<td>EDS 223</td>
<td></td>
</tr>
<tr>
<td>EDU 250</td>
<td></td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG (Pre-1900 American Literature)</td>
<td>ENG (Pre-1800 British Literature)</td>
</tr>
<tr>
<td>ENG (Shakespeare)</td>
<td>Writing/Rhetoric or Major Elective</td>
</tr>
<tr>
<td>EDS 360</td>
<td>EDS 402, 403, 404, 405, or 406</td>
</tr>
<tr>
<td>EDU 356</td>
<td></td>
</tr>
<tr>
<td>SPE 311</td>
<td></td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG Elective</td>
<td>ENG 450</td>
</tr>
<tr>
<td>ENG Elective</td>
<td>Major Elective</td>
</tr>
<tr>
<td>SPE 631</td>
<td>SPE 631</td>
</tr>
<tr>
<td>SPE 640</td>
<td>SPE 640</td>
</tr>
</tbody>
</table>

**Fifth Year**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 580</td>
<td>EDU 595</td>
</tr>
<tr>
<td>SPE 644</td>
<td>EDU 596</td>
</tr>
<tr>
<td>SPE 698</td>
<td>EDU 597</td>
</tr>
<tr>
<td></td>
<td>SPE 693</td>
</tr>
<tr>
<td></td>
<td>SPE 697</td>
</tr>
</tbody>
</table>

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**Creative Writing (BA)**

**Director:** Eric L. Gansworth

**Introduction**

In keeping with the college’s Jesuit mission to educate the whole person, the English Department strives to nurture intellectual and spiritual growth through the study of literature and the practice of writing. The department fosters academic excellence through a diverse and rigorous curriculum that serves all students at Canisius.

The department’s creative writing major is structured to help students develop their writing skills, as they gain broad exposure to literature in a variety of periods, genres, and modes. In English 294 students explore the fundamental skills of fiction and poetry writing. They learn to read as writers, and become acquainted with the workshop method, which involves close reading and critiques of student manuscripts. In courses numbered 300 and above, they have the opportunity to gain more in-depth practice of a particular genre. Finally, in the senior creative writing capstone students will learn to do all the things working writers do: prepare, submit, and present work consistent with professional standards; understand and articulate how their work fits into larger literary traditions; and read in the manner of professional writers, attentive to textual choices and strategies and their effects on readers. Additional information is available at the Creative Writing website (https://www.canisius.edu/academics/programs/creative-writing/).

**Major Experiences**

The Canisius College Contemporary Writers Series brings nationally known writers to meet with Canisius students and to discuss their craft in an informal setting. The Quadrangle is the Canisius journal of literary and visual arts. Students may publish their own pieces or work as editors gaining real-world publishing skills. Internships with local literary publishers and arts organizations provide our students the opportunity to participate in the vibrant Buffalo literary scene and to acquire professional experience as writers, teachers, editors, and administrators.

**Qualifications**

Students must maintain a 3.0 GPA in their major and a 2.0 overall average to graduate with a degree in creative writing. Students must earn at least a grade of B in ENG 294 in order to enroll in advanced workshops.

**Advisement**

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

**Double Majors**

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

**Minors in Other Disciplines**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as
“general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

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Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 294</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Contemporary literature: one course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>British literature: one course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>American literature: one course</td>
<td>3</td>
</tr>
<tr>
<td>ENG 490</td>
<td>Creative Writing Senior Capstone</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select three of the following:</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>ENG 342: Writing Young Adult Fiction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 388: Literary Publishing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENG 391: Advanced Creative Writing: Fiction</td>
<td></td>
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<tr>
<td></td>
<td>ENG 392: Advanced Creative Writing: Poetry</td>
<td></td>
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<tr>
<td></td>
<td>ENG 393: Advanced Creative Writing: Memoir &amp; Nonfiction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional electives: 3 literature courses approved by program director</td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits: 36

Prerequisites for 200-level and above English courses: either FYS 101 & ENG 101, ENG 111 & ENG 112, or permission of the department chair. ENG 294 must be taken at Canisius by all students committing to the program. Transfer Creative Writing credit may be used as a Creative Writing Elective. ENG 294 (or permission of the instructor) is a prerequisite for ENG 391, ENG 392, ENG 393 and ENG 490. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Creative Writing website. (https://www.canisius.edu/academics/programs/creative-writing/)

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>ENG 294</td>
<td>Creative Writing elective</td>
</tr>
<tr>
<td>ENG 299</td>
<td>American Literature requirement</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Creative Writing elective</td>
<td>Spring</td>
</tr>
<tr>
<td></td>
<td>Creative Writing elective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>British Literature requirement</td>
<td>Contemporary Literature requirement</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Learning Goal 1
Students will demonstrate the ability to produce a polished, professional-quality portfolio of creative writing and an understanding of how to submit the work for publication. Students will:
- **Objective A:** Draft, revise, and edit a technically accomplished creative manuscript (fiction, poetry, drama, or creative nonfiction).
- **Objective B:** Research literary journals and compile a list of magazines that fit their work.
- **Objective C:** Prepare a submission to a literary magazine: compose a cover letter and prepare a manuscript that conforms to professional conventions in the field.

Learning Goal 2
Students will develop an understanding of their own influences and aesthetic values as writers and how their own work fits into larger literary traditions. Students will:
- **Objective A:** Describe the writers, texts, and movements that influence their work.
- **Objective B:** Articulate their aesthetic values.
- **Objective C:** Outline their own artistic projects: what they aim to accomplish in their work.

Learning Goal 3
Students will demonstrate the ability to perform their work effectively in public. Students will:
- **Objective A:** Make an appropriate selection of their own work for public performance.
- **Objective B:** Introduce themselves and their work to an audience in an engaging way and place their selections in context.
- **Objective C:** Read or recite their work clearly and expressively.

Learning Goal 4
Students will demonstrate the ability to read as writers. Students will:
- **Objective A:** Be able to identify and explain choices professional writers make in literary texts.
- **Objective B:** Be able to describe the effects of these choices.
- **Objective C:** Be able to discuss how they may interpolate similar choices in the creation of their own work.

Minor

In addition to the major, a creative writing minor is offered: a five-course sequence that includes many of the basic requirements for creative writing majors.

This minor is only available to students who are not majoring in Creative Writing.

It is a five course program that provides interested students the opportunity to learn and practice the fundamentals of writing stories, poems, essays
Environmental Science (BS)

Director: Katie Costanzo, PhD

Introduction

The Environmental Science major provides both theoretical and applied knowledge for students interested in professional careers in the environmental sciences, e.g., environmental consulting, environmental regulation and monitoring, environmental conservation, environmental health sciences (toxicology, occupational health, water quality industry) and the ecological sciences. In addition, the curriculum facilitates entry into graduate programs in the ecological, environmental health and environmental sciences.

The Environmental Science program has an interdisciplinary focus with required and recommended courses in the areas of biology, chemistry, geology, philosophy and social sciences. In addition, it is designed to provide job experiences through the completion of two required internships. For students interested in graduate study in the environmental sciences, one internship may be replaced with independent research in the environmental sciences.

For a more detailed description of the faculty, facilities, academic and co-curricular opportunities please visit the Environmental Science website (https://www.canisius.edu/academics/programs/environmental-science/).

Qualifications

Students must maintain a 2.0 GPA in their major and support courses and a 2.0 overall average to graduate with a degree in Environmental Science.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

The advisor may be changed at the student’s request.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Your advisor will be able to assist with course planning to facilitate a second major, so please let your advisor know if you are considering a dual major.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in

Writing Minor

This minor is available to any student (both majors and non-majors).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 294</td>
<td>Introduction to Creative Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Select four of the following Creative Writing Courses:</td>
<td>12</td>
</tr>
<tr>
<td>ENG 342</td>
<td>Writing Young Adult Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 388</td>
<td>Literary Publishing</td>
<td></td>
</tr>
<tr>
<td>ENG 391</td>
<td>Advanced Creative Writing: Fiction</td>
<td></td>
</tr>
<tr>
<td>ENG 392</td>
<td>Advanced Creative Writing: Poetry</td>
<td></td>
</tr>
<tr>
<td>ENG 393</td>
<td>Advanced Creative Writing: Memoir &amp; Nonfiction</td>
<td></td>
</tr>
<tr>
<td>ENG 490</td>
<td>Creative Writing Senior Capstone</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

1 One of the student’s choice, with advice of a faculty supervisor.

Theatre Arts Minor

This minor is open to any student (majors and non-majors). It is a five-course sequence that includes course work in acting and production as well as in dramatic literature and playwriting.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 147</td>
<td>Acting I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 148</td>
<td>Acting II</td>
<td>3</td>
</tr>
<tr>
<td>ENG 202</td>
<td>Drama</td>
<td>3</td>
</tr>
<tr>
<td>ENG 322</td>
<td>Shakespeare I</td>
<td>3</td>
</tr>
<tr>
<td>ENG 350</td>
<td>The Theater Experience</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Environmental Science website (https://www.canisius.edu/academics/programs/environmental-science/) provides a complete list of required and recommended courses in the areas of biology, chemistry, geology, philosophy and social sciences. In addition, it is designed to provide job experiences through the completion of two required internships. For students interested in graduate study in the environmental sciences, one internship may be replaced with independent research in the environmental sciences.

For a more detailed description of the faculty, facilities, academic and co-curricular opportunities please visit the Environmental Science website (https://www.canisius.edu/academics/programs/environmental-science/).
some cases additional coursework may be required. Students must complete the appropriate minor request form.

Major Experiences
All environmental science majors must complete two internship experiences. Recent internships have included Ecology and Environment, New York State Department of Environmental Conservation, U.S. Fish and Wildlife Service, TestAmerica Laboratories, Student Conservation Association of AmeriCorps, Erie County Department of Environmental Planning, Tifft Nature Preserve, and the Buffalo Museum of Science. We encourage students to work with any faculty member in the program to find internships that will best meet their goals and needs.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112 &amp; 112L</td>
<td>Introductory Biology II and Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 320 &amp; 320L</td>
<td>Field Ecology and Field Ecology Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 360</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 227 &amp; 227L</td>
<td>Organic Chemistry I and Organic Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 232 &amp; 232L</td>
<td>Environmental Analytical Chemistry and Environmental Analytical Chemistry Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 120 &amp; 120L</td>
<td>Introductory Geology and Introductory Geology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENV 200 &amp; 200L</td>
<td>Introductory Hydrology and Introductory Hydrology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>ENV 352</td>
<td>Environmental Science Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>ENV 354</td>
<td>Environmental Science Seminar II</td>
<td>1</td>
</tr>
<tr>
<td>ENV 498 &amp; ENV 499</td>
<td>Environmental Science Internship I and Environmental Science Internship II</td>
<td>6</td>
</tr>
</tbody>
</table>

Choose two of the following math courses 6-8

PSY 201 Basic Statistics for Behavioral Sciences or MAT 141 Inferential Statistics and Computers for Science
PSY 401 Advanced Statistics Seminar
MAT 111 Calculus I
MAT 112 Calculus II
3 additional Environmental Science Electives with lab (see list below) 12
One additional Environmental Science elective (may be taken with or without the lab) 3
Social Science or Humanities Requirement (select one of the following courses) 3
EVST 235 Environmental Policy
SOC 234 Environment and Society
PHI 244 Environmental Ethics

Total Credits 71-73

1 Students may use MAT 109 and MAT 110 to replace MAT 111.
2 Students may choose BIO 401 or ENV 401 in lieu of their second internship. This option is recommended for students considering graduate school or a career in research.

Environmental Science Electives
Students must complete four of the following (at least three with labs):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABEC 345 &amp; 345L</td>
<td>Herpetology and Herpetology Lab (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>ABEC 341 &amp; 341L</td>
<td>Urban Ecology and Urban Ecology Lab (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211 &amp; 211L</td>
<td>Biochemistry and Cell Biology I and Biochemistry and Cell Biology Lab I (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212 &amp; 212L</td>
<td>Biochemistry and Cell Biology II and Biochemistry and Cell Biology Lab II (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 305 &amp; 305L</td>
<td>Medical Microbiology and its Ecological Basis and Medical Microbiology and its Ecological Basis Lab (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307 &amp; 307L</td>
<td>Microbiology and Microbiology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 335 &amp; 335L</td>
<td>Plant Biology and Plant Biology Lab (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 343 &amp; 343L</td>
<td>Entomology and Entomology Lab (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 364</td>
<td>Zoology: Diversity of Animal Life</td>
<td>3</td>
</tr>
<tr>
<td>BIO 366 &amp; 366L</td>
<td>Ornithology and Ornithology Laboratory (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 370 &amp; 370L</td>
<td>Plant Morphology and Plant Morphology Lab (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 375 &amp; 375L</td>
<td>Community Ecology and Community Ecology Laboratory (lab optional)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 377 &amp; 377L</td>
<td>Freshwater Biology and Freshwater Biology Laboratory (lab required)</td>
<td>4</td>
</tr>
<tr>
<td>BIO 378 &amp; 378L</td>
<td>Wetlands and Wetlands Laboratory (lab optional)</td>
<td>4</td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Learning Goal 1
Students will develop competency with respect to knowledge having a firm grasp of the basic concepts in environmental science.
Students will:
- Objective A: Demonstrate an understanding of general environmental concepts from ecology, geology, hydrology, and analytical chemistry;
- Objective B: Demonstrate detailed knowledge within at least two areas of environmental science;
- Objective C: Connect previously learned material with real-life environmental situations.

Learning Goal 2
Students will develop problem-solving skills being able to perform the following.
Students will:
- Objective A: Read and interpret data;
- Objective B: Design an experiment to address a specific hypothesis;
- Objective C: Critically analyze an article from the original scientific literature or a professional report.

Learning Goal 3
Students will demonstrate mastery with respect to technical skills.
Students will:
- Objective A: Effectively communicate scientific material in written form;
- Objective B: Draw a graph;
- Objective C: Design a table.

Courses

Environmental Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 200</td>
<td>Introductory Hydrology</td>
<td>4 Credits</td>
</tr>
</tbody>
</table>
Introduction

Environmental problems are more visible in our society than ever before. In order to address these issues, there is an ever present need to develop an understanding of the social and natural systems that foster the creation and resolution of environmental issues. Cultural, economic, and social systems provide the structure within which environmental problems are created and solved.
The Environmental Studies BA focuses on interdisciplinary connections between environmental and social systems. The program engages students to think critically about environmental issues and offers active learning experiences for students to apply their knowledge. Combining environmental science with social sciences, business and economics, and the humanities ensures an integrated perspective on environmental issues which lays a foundation for a wide range of careers. The interdisciplinary nature of the program allows students to combine ways of knowing which fully address the multiple facets and complex systems of environmental issues. Students take a series of required courses for the major and then select a specialization option to further focus their knowledge.

**Major Tracks**

Environmental Studies majors can select a specialization track made up of five courses. Specialization Tracks include Environmental Justice, Environmental Conservation and Administration, Sustainable Economics, Environmental Literacy and Public Health. Students can specialize in one area, or select a combination of electives from different tracks that best meet their interests. Each student will select four electives and an internship.

All Environmental Studies majors will complete an internship (EVST 498). Internship opportunities will range from local and regional opportunities to international opportunities through partnerships with well-established environmental organizations.

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Environmental Studies website (https://www.canisius.edu/academics/programs/environmental-studies/).

**Qualifications**

Students must maintain a 2.0 GPA in their major, earn a C or higher in all required courses in the major, and earn a 2.0 overall average to graduate with a degree in Environmental Studies.

**Advisement**

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Students should consult with Dr. Erin Robinson, Director of Environmental Studies, for current advisement information. Students are advised to be familiar with their Griff Audit.

**Double Majors**

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

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**Minors in Other Disciplines**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

**Curriculum**

**An Ignatian Foundation**

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**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>EVST 110</td>
<td>Science of Environmental Problems I</td>
<td>3</td>
</tr>
<tr>
<td>EVST 111</td>
<td>Science of Environmental Problems II</td>
<td>3</td>
</tr>
<tr>
<td>SOC 234</td>
<td>Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>PHI 244</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>or RST 347</td>
<td>Ecotheology</td>
<td></td>
</tr>
</tbody>
</table>

Select 1 of the following Research Methods courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
<td></td>
</tr>
</tbody>
</table>

Select 1 of the following Geographical Information Systems (GIS) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 310</td>
<td>Introduction to Geographic Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS</td>
<td></td>
</tr>
<tr>
<td>SOC 315</td>
<td>Geographical Information Systems (GIS) for the Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

Select 4 Major Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 324</td>
<td>Visual Sociology</td>
<td>3</td>
</tr>
<tr>
<td>EVST 498</td>
<td>Internship</td>
<td>1-3</td>
</tr>
</tbody>
</table>

**Total Credits**

37-39
Major Electives
A student’s electives must be 4 courses from any of the designated major tracks.

Environmental Justice Track
Focuses student attention on social and environmental justice through the use of critical thinking of structural problems and how these issues are applied to environmental problems and human society.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVST 250</td>
<td>Nature, Culture and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Conservation and Administration
Focuses student attention on the movements for conservation practices and the legal, historical, and organization implications for the welfare of the environment.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVST 259</td>
<td>Environmental History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENT 101</td>
<td>Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation</td>
<td>3</td>
</tr>
<tr>
<td>PSC 242</td>
<td>International Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

Sustainable Economics
Focuses student attention on the development of sustainable business practices from a systems approach. Enables students to develop an understanding of the nature of green economic practices.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>ENT 101</td>
<td>Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation</td>
<td>3</td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Literacy and Public Health
Focuses student attention on the role of information literacy in environmental issues. Allows for critical perspective and analysis of the role of science, risk, and communication in society today.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>COM 348</td>
<td>Environmental Communication</td>
<td>3</td>
</tr>
<tr>
<td>BIO 116</td>
<td>Disease: Myth and Reality</td>
<td>3</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1
Environmental Studies Majors will Demonstrate knowledge of complex environmental systems and environmental issues in scientific, cultural, and social realms
Students will:
- Objective A: Evaluate information on political economy of environmental issues;
- Objective B: Articulate issues of social construction of science;
- Objective C: Articulate an integration of issues of environmental and social justice.

Student Learning Goal 2
Environmental Studies Majors will Demonstrate scientific literacy of environmental issues
Students will:
- Objective A: Demonstrate knowledge of complex theories of environmental problems;
- Objective B: Develop relevant research questions for environmental investigation;
- Objective C: Use methods and tools of environmental research, including statistical analysis, GIS, and other techniques, to address relevant research questions.

Student Learning Goal 3
Environmental Studies Students will Demonstrate readiness to enter post graduate career and educational opportunities
Students will:
- Objective A: Demonstrate skills needed to compete in green careers, for example grant writing and oral communication;
- Objective B: Complete an internship with an established environmental organization;
- Objective C: Collaborate with local, regional, national, and/or international professionals in environmental career and post graduate educational settings.

Roadmap

Recommended Sequence for Major Courses

<table>
<thead>
<tr>
<th>Freshman</th>
<th></th>
<th></th>
</tr>
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<td>EVST 110</td>
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<td>ECO 101</td>
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<td>Spring</td>
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<tr>
<td>EVST 111</td>
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Sophomore

<table>
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<tbody>
<tr>
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<tr>
<td>HSV 303</td>
<td>SOC 234</td>
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<tr>
<td>SOC 342</td>
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<tr>
<td>ANT 351</td>
<td></td>
</tr>
<tr>
<td>PHI 244 or RST 347</td>
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Junior

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<tr>
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<tr>
<td>ECO 311</td>
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<tr>
<td>SOC 315</td>
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Senior

<table>
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<tr>
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<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>EVST 498</td>
<td>Track Option Elective</td>
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<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>EVST 110</td>
<td>Nature, Culture and Interpretation</td>
<td>3</td>
</tr>
<tr>
<td>EVST 111</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>EVST 259</td>
<td>Environmental History of the United States</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
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<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td>3</td>
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<tr>
<td>ENT 101</td>
<td>Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation</td>
<td>3</td>
</tr>
<tr>
<td>PSC 242</td>
<td>International Organizations</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
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<tr>
<td>ENT 101</td>
<td>Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation</td>
<td>3</td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
<td>3</td>
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<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>COM 348</td>
<td>Environmental Communication</td>
<td>3</td>
</tr>
<tr>
<td>BIO 116</td>
<td>Disease: Myth and Reality</td>
<td>3</td>
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</tbody>
</table>
Courses

EVST 110 Science of Environmental Problems I 3 Credits
Environmental problems are defined as problems that result from interactions between humans and the natural environment. This course is designed to provide a conceptual framework for understanding and analyzing environmental problems, an introduction to the scientific basis of key environmental problems, and an introduction to scientific solutions to environmental problems.

Fulfills College Core: Field 6 (Natural Sciences)

EVST 111 Science of Environmental Problems II 3 Credits
This course is designed to provide a conceptual framework for understanding and analyzing environmental problems, to the scientific basis of key environmental problems and their solutions. An extension from EVST 110.

Fulfills College Core: Field 6 (Natural Sciences)

EVST 235 Environmental Policy 3 Credits
This course key issues within environmental policy. As well as exploring the history and origins of policy, we will explore some of the key debates such as eco-centricism versus anthropocentrism, animal rights, global justice and our obligations to future generations. Key concepts will include local, state, national, and internation policy perspectives; views of democrac and social justice. Reference will be made to other strands of environmental policy and contemporary political theory such as liberalism, socialism, feminism, nationalism and anarchism.

Offered: Fall

EVST 250 Narratives of Nature and Culture 3 Credits
Narratives--stories--are one of the primary tools humans use to shape their understanding of themselves and their environment. Course examines non-fiction, creative non-fiction and fictional narratives to identify origins and elaborations of stories we tell about nature and culture as they impact our relationships to our environments.

Prerequisites: ENG 111 and ENG 112.

Fulfills College Core: Field 5 (Social Sciences)

Offered: once a year.

EVST 259 Environmental History of the United States 3 Credits
This course examines the evolving relationship between humans and the nonhuman natural world in the United States. Topics include the ecological implications of the arrival of African and European peoples in North America, westward expansion, impacts of industrialization, the industrialization of agriculture, and the development of ecological consciousness.

Fulfills College Core: Field 4 (History)

EVST 275 Global Environmental Problems 3 Credits
This course examines global environmental policy in relation to structural and historical realities of environmental change. Topics to be discussed include pre and post industrialization and environmental policy, globalization, environmental activism, climate change, and perspectives of international historical roots of policy and change.

Fulfills College Core: Field 5 (Social Sciences)

EVST 498 Internship 1-3 Credits
Students will have the opportunity to participate in the daily work of an environmental agency or organization. Students assume responsibility for daily work and, upon agreement with the instructor and site supervisor, a reflection journal, a research paper and 120 hours of work on-site.

Prerequisite: permission of chair & associate dean.

EVST 499 Independent Study 1-4 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.

Prerequisite: permission of the instructor, department chair, & associate dean.

Ethics & Justice Program

Co-Director: Tanya Lougheed, PhD, Professor, Philosophy
Co-Director: Philip Reed, PhD, Professor, Philosophy

The contemporary world is fraught with serious challenges to well-being, a world in which poor and marginalized peoples are especially at risk because of their vulnerability to the effects of globalization and climate change, human trafficking, disease, and war. We are surrounded by moral disagreements that appear to be incommensurable and irresolvable. Moreover, moral discourse seems to be rooted in pernicious relativism that prevents genuine, sustained, rational, and reflective inquiry. To address the pressing concerns of our contemporary world, the community of Jesuit colleges and universities has espoused a special commitment to promote the causes of social justice. In this connection, they are redoubling their efforts to develop academic programs and social activities that cultivate the values of responsible citizenship among their students.

The Department of Philosophy at Canisius College has taken up this cause by developing a curriculum that addresses concerns of social justice. The Department has also developed two interdisciplinary minor programs — one in Ethics, the other in Justice.

These minors help students to participate in careful analysis and to cultivate moral imagination and thereby to enrich their capacities for moral discernment. We want students to advance beyond merely espousing opinions to become enabled to examine their pre-reflective commitments in the context of commitments to truth and the promotion of justice. The overarching objective is to provide students with occasions to enrich their skills to think clearly and thoroughly about matters of ethics and justice.

These minors complement any major or focus, since the questions we ask are universal questions central to creating a more ethical and just world. Students sometimes find themselves especially drawn to issues of ethics and justice. These minor programs will enable students to engage in sustained examination to better prepare them to be more effective leaders in our community. The minors are flexible in their requirements, allowing room for students to focus on their particular interests, such as moral or justice concerns relating to the environment, gender issues, or health care, among many others. The Ethics Minor and Justice Minor will serve also to provide credentials for students seeking employment or applying to graduate school.

Advisement

All students should meet with one of the Ethics & Justice program directors (Lougheed or Reed) in choosing their electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences, along with designing the themes and timeline of their theses.

Canisius College offers two minors from this program: a minor in Ethics and a minor in Justice.

• Ethics Minor (p. 170)
• Justice Minor (p. 170)
Ethics Minor

This minor is available to students in any major.

Ethics Minor Requirements

Students are required to complete a total of 16 credit hours, including 20 hours of service learning.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHI 241</td>
<td>Ethics: Traditions in Moral Reasoning</td>
<td>3</td>
</tr>
<tr>
<td>Ethics Electives (choose any four of the following):</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>CLS 207</td>
<td>Mythology and Literature</td>
<td></td>
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<tr>
<td>PHI 242</td>
<td>Ethical Issues in Business</td>
<td></td>
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<tr>
<td>PHI 243</td>
<td>Bio-Medical Ethics</td>
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<tr>
<td>PHI 244</td>
<td>Environmental Ethics</td>
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<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
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<tr>
<td>PHI 246</td>
<td>Ethics of Technology</td>
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<tr>
<td>PHI 252</td>
<td>Happiness, Virtue and the Good Life</td>
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<td>RST 340</td>
<td>Moral Issues Today</td>
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<td>RST 345</td>
<td>Bio-Moral Problems</td>
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<td>RST 347</td>
<td>Ecotheology</td>
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<td>PHI 398</td>
<td>The City and the Good Life</td>
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<td>PHI 258</td>
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<tr>
<td>PHI 451A</td>
<td>Ethics Thesis</td>
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<td>Total Credits</td>
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</table>

Learning Goals & Objectives

**Student Learning Goal 1**

Students will demonstrate analysis of and reflection upon concerns of ethics.

Students will:

- **Objective A**: Show competence and expertise in some concerns of ethics.
- **Objective B**: Demonstrate knowledge of the relevant theories of ethics and the ability to critically analyze and reflect on these theories.
- **Objective C**: Understand and reflect on the experience of some concerns of ethics.

**Student Learning Goal 2**

Students will be able to thoughtfully apply moral principles to cultivate their characters and to work towards realizing a more just world.

Students will:

- **Objective A**: Recognize and analyze some contemporary concerns where ethics is at stake (such as environmental racism, or the abortion debate) and propose thoughtful solutions or approaches to these issues.
- **Objective B**: Engage on a personal level some contemporary concerns where ethics is at stake.

Justice Minor

The Justice Minor Requirements

Students are required to complete a total of 16 credit hours, including 20 hours of service learning.

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<tr>
<th>Code</th>
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<tr>
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<td>CLS 300</td>
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<tr>
<td>ENG 319</td>
<td>Special Topics in American Literature</td>
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<tr>
<td>HIS 230</td>
<td>The Holocaust in Historical Perspective</td>
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<tr>
<td>HIS 347</td>
<td>The History of Marxism</td>
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<tr>
<td>MGT 430</td>
<td>Sustainability and Supply Chains</td>
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<tr>
<td>PHI 261</td>
<td>Philosophy of Law</td>
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<td>PHI 267</td>
<td>Faith, Reason, and Justice Catholic Social Thought</td>
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<td>PHI 271</td>
<td>Philosophy of Human Rights</td>
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<td>PHI 272</td>
<td>Gender and Philosophy</td>
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<td>PHI 274</td>
<td>Social and Political Philosophy</td>
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<tr>
<td>PHI 274</td>
<td>Philosophy of Human Rights</td>
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<td>PSC 241</td>
<td>Human Rights and Globalization</td>
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<td>RST 234</td>
<td>Christians (En) Countering Injustice</td>
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<td>RST 341</td>
<td>Catholic Social Ethics: Theological Perspectives</td>
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<td>SOC 273</td>
<td>Social Movements and Social Change</td>
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<td>IGSR 300</td>
<td>Immersion East Side Seminar</td>
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<td>PHI 451B</td>
<td>Justice Thesis</td>
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</table>

**LEARNING GOALS AND OBJECTIVES**

**Student Learning Goal 1**

Students will demonstrate analysis of and reflection upon concerns of justice.

Students will:

- **Objective A**: Show competence and expertise in some concerns of justice.
- **Objective B**: Demonstrate knowledge of the relevant theories of justice and the ability to critically analyze and reflect on these theories.
- **Objective C**: Understand and reflect on the experience of some concerns of justice.

**Student Learning Goal 2**

Students will be able to thoughtfully apply moral principles to cultivate their characters and to work towards realizing a more just world.

Students will:

- **Objective A**: Recognize and analyze some contemporary concerns where justice is at stake (such as environmental racism, or the abortion debate) and propose thoughtful solutions or approaches to these issues.
- **Objective B**: Engage on a personal level some contemporary concerns where justice is at stake.
European Studies (BA)

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction

Today's world has been shaped by Europe. In fact, the study of Europe is growing even more important as globalization intensifies and the world becomes increasingly interdependent. Meanwhile, the expanding European Union has emerged as an influential player in international politics and business. What happens in Europe matters for the United States.

European Studies is an interdisciplinary program designed to familiarize students with the politics, history, language and culture of this diverse continent. European Studies must be pursued as part of a double or triple major or as a minor. The major and minors are intended to supplement students’ majors in more traditional academic disciplines, as well as to provide a “home” for courses taken while studying abroad in Europe. European Studies helps students build their resumes and “European credentials” when added to majors in international relations, political science, history, foreign language, fine arts, English or international business. The European Studies Program also encourages students to develop fluency in a modern European foreign language and to study abroad in Europe. By guiding students in their course selection and encouraging them to develop valuable skills and experiences, European Studies helps prepare students for graduate school, for fellowships, such as the Fulbright Scholarship, and enter careers in international law, business, diplomacy or teaching. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the European Studies Program website (https://www.canisius.edu/academics/programs/european-studies/).

Qualifications

Students must have another major in a traditional academic discipline. No more than four courses at the 100-level may be counted toward the European Studies major. At least one course in the major must be taught by a member of the History Department, and one must be taught by a member of the Political Science Department.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

In European Studies, all students are advised by the Program Director in addition to the advisor in their other major. It is important to work with both to plan an academic pathway that includes the required co-curricular and study abroad experiences.

Dual Majors

European Studies majors must have a second major in a traditional academic discipline. An unlimited number of courses may be applied to the major from study abroad programs in Europe, the core curriculum, the All-College Honors Program or from a second, third, or fourth major. Most dual major combinations can be completed within the minimum 120 credit hour degree requirement. However, in some cases, additional course work may be required. In order to declare a dual major, the student must complete the appropriate dual major request form and get the signature of each department chairperson and program director and the appropriate associate dean.

Jean Monnet Award

Each year, the program honors its best graduating senior, taking into account academic performance, study abroad and co-curricular activity related to Europe.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>Field 4 course on European History (1 course)</td>
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</tr>
<tr>
<td>History and Politics Major Electives (3 courses)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>European Foreign Language, Literature and Culture Major Electives (4 courses)</td>
<td>12</td>
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</tr>
<tr>
<td>European Studies Major Electives (2 approved courses from any field)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Major Experiences

Majors in European Studies must complete a substantial short- or long-term experience in Europe to be approved by the Program Director. For this, students must complete and submit a reflective journal. An example of an acceptable short-term experience would be EuroSim. Long-term experiences would include one of the college’s study abroad semesters in Europe or an alternative approved by the Program Director. Many courses taken abroad can be applied to the requirements of the major or minor.

Major or minors must also demonstrate proficiency in German, French or Spanish through the 216/217 level, the approved equivalent, or at a lower level of proficiency for other European languages when combined with approved study abroad in a country where that language is spoken.

Courses in a modern European language or those on European literature may be counted toward the language, literature and culture or major elective categories noted above. Latin and Ancient Greek may not be used to fulfill the modern foreign language requirement, but courses in the Classics can be counted in the major. For further details and options,
students should consult with their advisor and the Director of the European Studies Program.

Additional Course Considerations

The variety and sequence of courses for the European Studies major will vary according to the second or third academic major. Students are encouraged to fulfill their fields of study, attributes for the core curriculum and requirements of the All College Honors Program by taking courses on Europe in the social sciences, fine arts and literature, history, religion, philosophy and foreign language.

It is especially important for students to take a course in a European foreign language in their first semester at Canisius College and continue with this language at least through the 216/217 level. Students should also fulfill Field 4 or Honors requirements by taking courses on European history. Students with a strong interest in European politics should take PSC 150 during their first year and PSC 355 (European Union) after that.

Students may participate in an annual international, intercollegiate simulation of the European Union, known as EuroSim, which is related to PSC 355. This program is held in Europe and the United States in alternating years. Additional information is available on the European Studies Program website (http://www.canisius.edu/euro-studies/).

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Fall</td>
<td>Select one of the following:</td>
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<td>Select one of the following:</td>
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<tr>
<td>FRC 215</td>
<td>FRC 217</td>
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<tr>
<td>SPA 215</td>
<td>SPA 217</td>
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<tr>
<td>PSC 150</td>
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<tr>
<td>Sophomore</td>
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</tr>
<tr>
<td>Fall</td>
<td>Game Language, Literature and Culture Major Elective</td>
</tr>
<tr>
<td>History and Politics Major Elective</td>
<td>History and Politics Major Elective</td>
</tr>
<tr>
<td>Fall</td>
<td>European Studies Major Elective</td>
</tr>
<tr>
<td>European Studies Major Elective</td>
<td>History and Politics Major Elective</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1

Majors will apply knowledge of European government and politics to real world situations.

Students will:

- Objective A: Demonstrate knowledge of important political figures and events in contemporary European politics;
- Objective B: Demonstrate an understanding of key issues in contemporary European politics;
- Objective C: Demonstrate an understanding of how key governmental institutions in Europe function.

Student Learning Goal 2

Majors will communicate at the intermediate level in a Modern European foreign language (comparable to Canisius College course level 216).

Students will:

- Objective A: Speak with fluency and grammatical correctness in the target language;
- Objective B: Understand verbal communication in the target language;
- Objective C: Read in the target language;
- Objective D: Write in the target language.

Student Learning Goal 3

Majors will apply knowledge of European History to real world situations.

Students will:

- Objective A: Understand how contemporary European society has been shaped and influenced by Europe’s history;
- Objective B: Understand the significance of key European historical figures and events when referred to in contemporary social discourse.

Student Learning Goal 4

Majors will apply knowledge of European language, literature, and culture to real world situations.

Students will:

- Objective A: Recognize the key beliefs, values, norms and cultural artifacts that comprise societal culture in Europe, including its various sub-cultures;
- Objective B: Appreciate the contributions made to Europe’s culture by some of its key cultural figures from literature and the fine arts;
- Objective C: Understand the significance of key contributions to European literature and fine arts when references to these contributions are made in contemporary social discourse or everyday life.

Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>History and Politics Major Electives (1 course)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>European Foreign Language, Literature and Culture Major Electives (2 courses)</td>
<td>9 courses</td>
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</tbody>
</table>

Total Credits 18

Students must complete the appropriate minor request form.

The requirements for proficiency in a modern European foreign language are the same as for the major. No more than three courses at the 100-level may be counted toward the minor. A maximum of two courses in a modern European foreign language may be counted toward the language, literature or culture category of the minor. Pending approval of the Program Director, courses to be applied to the minor can be taken abroad or as part of other majors, the core curriculum or the All-College Honors Program.

Fine Arts

Chair: Richard Falkenstein, PhD

The Fine Arts Department provides opportunities for students to obtain a sound knowledge of the visual and performing arts. The department’s
 offerings include a creative and performing arts interdisciplinary studies major and minors in music, art history, and studio art. These programs enable students to receive training for professional careers in the areas involved or to explore the arts for their own personal development.

Majors
- Creative and Performing Arts Interdisciplinary Studies (p. 177)

Minors
- Art History Minor (p. 177)
- Music Minor (p. 185)
- Studio Art Minor (p. 187)

Courses

Fine Arts - Creative and Performing Arts (ARTS)
Course Descriptions (Per Subject)

ARTS 202 Social Media and the Arts 3 Credits
Students develop skills necessary to visual and performing artists and arts administrators in promoting their work or that of their cultural institution. The course teaches students how to reach and communicate with their target audiences effectively. Topics covered include website strategies, blogging, social media site management, mobile tactics, and others.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

ARTS 301 Arts Administration 3 Credits
The course is a comprehensive discussion of artist management and arts administration, promotion, marketing, contract law and negotiation, media and public relations as well as agent and manager responsibilities in the recording industry.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

ARTS 302 Not-for-Profit Arts Organizations 3 Credits
The course is an overview arts management, administration, promotion, and legal issues as they apply to not-for-profit arts organizations. Topics covered include basic finance for not-for-profit organizations, logistics of day-to-day operations, writing grant proposals, strategies for driving revenue, and others.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

ARTS 401 Fine Arts Project 3 Credits
Students will be guided through a fine arts project that will demonstrate advanced accomplishment related to their concentration in the Creative and Performing Arts Interdisciplinary Studies degree. Projects could be an extended paper, a musical performance, an audio technology project, a gallery show, or any other appropriate medium. Students will be mentored by appropriate faculty and will provide regular reports and demonstrations of progress throughout the semester.
Corequisite: None.
Offered: occasionally.

Fine Arts - Art History (FAH)

FAH 101 Cave Paintings, the Colosseum & Cathedrals 3 Credits
Introduction to visual and cultural analysis of major works of art from prehistory through the Middle Ages. Covers prehistoric through Gothic art.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall, spring, & summer.

FAH 102 Altarpieces, Academies & the Avant-Garde 3 Credits
Introduction to visual and cultural analysis of major works of Western art from the Renaissance through the contemporary moment.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall, spring, & summer.

FAH 103 Survey of Pre-Columbian and Native American Art 3 Credits
The artistic achievements of native peoples from the Americas. Toltec, Maya, and Aztec civilizations of Central America, and culture groups from the Woodlands, Plains, Southwest, and Northwest in North America prior to and after contact with Europe.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: fall.

FAH 104 Introduction to African and Asian Art 3 Credits
Beginning with a discussion about the Silk Road, art of the Asian and African continents and the Pacific Ocean cultures are central topics. This course is an introduction to the history of non-Western art from the emergence of these particular cultures into modern times.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: every fall.

FAH 105 History of Architecture 3 Credits
Visual and cultural analysis of major monuments of global architecture from antiquity to the present.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

FAH 110 History of Photography 3 Credits
Introduction to artistic and technical origins and subsequent developments of photographic processes from their invention in 1839 to global contemporary practices.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

FAH 159 Gender, Identity, and Art 3 Credits
Gender, Identity, and Art encourages critical conversations around gender, race, sexuality, and class and the articulation of the intersectional nexuses among these issues in art, preparing students to negotiate the contemporary social and cultural landscape with a greater awareness. These ideas and their visualization in art throughout history will be analyzed as they relate to the formulation of featured artists’ identities as well as how their art addresses an increasingly diverse and inclusive audience in the contemporary era. This course will feature a visit to the exhibition “We Wanted a Revolution: Black Radical Women, 1965–85,” on view at the Albright-Knox Art Gallery from February 17 to May 27, 2018, and will tie in with special programs at the museum associated with the exhibition.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

FAH 210 Ancient Egyptian and Near Eastern Art 3 Credits
Introduction to visual and cultural analysis and interpretation of the painting, sculpture, and architecture of ancient Egypt and the ancient Near East.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness, Oral Communication
Offered: spring.

FAH 213 Greek and Roman Art 3 Credits
Visual and cultural analysis of the painting, sculpture, and architecture of Greece and Rome.
Fulfills College Core: Field 3 (Literature and the Arts), Oral Communication
Offered: spring.
FAH 224 Medieval Art
Visual analysis, cultural analysis, and interpretation of major works of art and architecture from Early Christian, Byzantine, Islamic, Carolingian, Ottonian, Romanesque, and Gothic periods.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall or spring.

FAH 245 Renaissance Art
Visual, cultural, and iconographic analysis of painting, sculpture, architecture, and art theory in Europe from the fourteenth through the sixteenth centuries.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

FAH 248 Baroque Art
Visual, cultural and iconographic analysis of painting, sculpture and architecture during the 17th and 18th centuries in France, Italy, England, Spain and the Netherlands.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

FAH 261 Monet and the Age of Impressionism
Visual and cultural analysis of major works from Western Europe and the United States, from the early 19th century through Post-Impressionism.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

FAH 262 Modern Art
Visual and cultural analysis of major works from Western Europe and the United States from the late 19th century through 1945.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

FAH 265 Contemporary Art
Visual and cultural analysis of major works from the United States and Western Europe from 1945 to the present.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

FAH 267 Frank Lloyd Wright
An introduction to the influential and iconic work of American architect Frank Lloyd Wright. This course presents his major works and considers American and Modern architecture as a whole. A visit to the Darwin D. Martin House Complex is a vital component to this course.
Fulfills College Core: Field 3 (Literature and the Arts)

FAH 271 Art in Buffalo
Examination of the artistic and historical resources in the Greater Buffalo region, including prominent examples of architecture, museum collections, and artists in Western New York. Course is taught completely online.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: summer.

FAH 272 Animals in Art
Thematic analysis of the use of animal imagery and animals in art.
Fulfills College Core: Advanced Writing-Intensive, Field 3 (Literature and the Arts)
Offered: spring of odd-numbered years.

FAH 273 Field Excursion: Connections between Museum and Zoo Exhibitory Practices
Spring Break trip to Explore the portrayal of animals in museums and zoos. Students will compare and contrast the exhibitory practices in multiple museums and zoos in Amsterdam. Students will complete readings and final project while in the field. Additional fee required and varies with location (generally about $3000), which covers all travel costs. Please contact the course instructor for current fees. The course is open to students in any major. ABEC students should note that while this course will count towards the zoo biology minor, it will not count towards the ABEC major.
Offered: occasionally.

FAH 460 Museum Internship
Research, curatorial, and administrative internship at selected Buffalo area art galleries.
Prerequisite: junior or senior standing. Restriction: art history majors and minors (or by permission of internship director).
Offered: fall, spring, & summer.

FAH 481 The Art of the Selfie
An overview of the artistic expressions of portraiture limited to those identified as self-portraits. Beginning with the earliest known self-portraits onward, we will discuss the roles ascribed to self-portraits by artists, their patrons, and the 21st century connoisseur.
Fulfills College Core: Core Capstone

FAH 483 The World of Color
Throughout history, color has represented feelings, thoughts, religious symbolism, scientific classifications, self- and societal identification, psychological states, and cultural relations. This class will provide a definition of color, and an understanding of how color is apprehended by the eye and organized by the brain. It will provide a survey of the uses of color through history and discuss the dual nature of progress in art and progress in color. We will analyze art in the forms of painting, sculpture, photography, filmmaking, and contemporary multi-media creations.
Prerequisite: none. Corequisite: none.
Fulfills College Core: Core Capstone
Offered: every spring.

FAH 499 Independent Study in Art History
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Fine Arts - Music (FAM)

FAM 115 Fundamentals of Music
Basic elements of music, its terms, and its notation including pitch, rhythm, chords, dynamics, tempo, and other aspects. Students will gain familiarity with the piano keyboard.
Prerequisite: none.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall, spring & summer.

FAM 119 Masterpieces of Music
A survey of Western art music from medieval Gregorian chant to the present, including the study of musical elements, historical background, musical style, and masterworks of various periods.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall & spring.
FAM 122 History of Rock and Roll 3 Credits
A survey of the history of rock and roll and its impact on American and world culture. The musical and cultural roots of rock and roll and the evolution of the style over several decades will be examined.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: Occasionally.

FAM 123 World Musics 3 Credits
Survey course, including folk, traditional, and art music of Europe, Asia, Africa, Australia, and North and South America. Classes include listening and videos with the study of instruments, dances, songs, and rhythms of these cultures.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: Occasionally.

FAM 124 America’s Music 3 Credits
Music made or continuously used by Americans up to the present: sacred congregational music, vernacular music, African-American music, and cultivated traditions. Historical and sociological development of folk, jazz, and popular music as uniquely American.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: spring & summer.

FAM 126 Music Performance 1 Credit
Half-hour private lessons designed for all levels of experience are offered in piano, organ, harp, guitar, voice, strings, woodwinds, brass, strings, percussion, and conducting. For music majors, music minors, education majors with a music concentration, and music scholarship winners (no fee). 
Prerequisite: permission of department chair; limited to music majors, music minors, music scholarship students, & music education students with a concentration in music.

FAM 171 Chorale 0 Credits
A mixed-voice singing group that performs repertoire in both the classical and popular styles (Same as FAM 181 except for 0 credit).
Offered: fall & spring.

FAM 172 Jazz Ensemble 0 Credits
Jazz ensemble that plays a wide range of music from Count Basie to Maynard Ferguson and everything in between (Same as FAM 182 except for 0 credit).
Offered: fall & spring.

FAM 174 Chamber Orchestra 0 Credits
Chamber orchestra that performs a wide range of orchestral literature from the Baroque period through the 20th century. Concert programs provide students with wide experiences in the orchestral arts (Same as FAM 184 except for 0 credit).
Offered: fall & spring.

FAM 181 Chorale 1 Credit
A mixed-voice singing group that performs repertoire in both the classical and popular styles (Same as FAM 171 except for 1 credit).
Offered: fall & spring.

FAM 182 Jazz Ensemble 1 Credit
Jazz ensemble that plays a wide range of music from Count Basie to Maynard Ferguson and everything in between (Same as FAM 172 except for 1 credit).
Offered: fall & spring.

FAM 184 Chamber Orchestra 1 Credit
Chamber orchestra that performs a wide range of orchestral literature from the Baroque period through the 20th century. Concert programs provide students with wide experiences in the orchestral arts. (Same as FAM 174 except for 1 credit).
Offered: fall & spring.

FAM 212 Canisius and the BPO Experience 3 Credits
Classes meet at both Canisius College and Kleinhans Music Hall as students study music on stage, behind the scenes, and in the orchestral repertory with Canisius College faculty, BPO conductors, soloists, and managers.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 213 Women in Music 3 Credits
Roles of women composers and performers in art music from the time of ancient Greece through the present as they struggle to break the confines of traditional gender roles to gain equal representation and recognition.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 214 Music in Film 3 Credits
Functions of music in silent film, in animation, and during the golden age of American cinema as an extension of European musical practices through the rise of the Hollywood studio system.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 216 Medieval and Renaissance Music 3 Credits
Traces Western art music from its origins in Gregorian chant through the development and refinement of more complex compositions such as the mass setting and motet.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 217 Music of the Baroque Period 3 Credits
A study of Western art music of the Baroque period (1600-1750) beginning with the early operatic works of Monteverdi and concluding with the mature masterpieces of Bach and Handel. Many different instrumental and vocal genres are covered in this course, including concerto, sonata, suite, opera, cantata, and oratorio.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 218 Music of the Classical Period 3 Credits
A study of European art music c.1750-1809 and the historical and cultural forces that helped to shape it. Focus on the lives and works of Haydn, Mozart, Beethoven, their contemporaries, and immediate predecessors.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 219 19th Century Music 3 Credits
Great composers of the Romantic period, including their lives, selected works, musical style, and influence.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 220 Art Music from 1900 to the Present 3 Credits
Covers impressionism in music, which ushers in the twentieth century, European music 1910-1945, American music, and new music since 1945.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 223 The World of Music Theater 3 Credits
The course covers basic elements of the history of musical theater: its beginnings, how it has evolved, comparison of past and current trends, performers – past and present, styles of music used, lyrics. It also explores how music theater mirrors, imitates, comments, or predicts current world affairs.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.
FAM 224 Afro-Centric Music  
3 Credits  
Music of West Africa and how, due to the African Diaspora, this music has come to influence both art and pop music on a worldwide basis.  
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness  
Offered: occasionally.

FAM 226 Music Performance  
2 Credits  
Half-hour private lessons designed for all levels of experience are offered in piano, organ, harp, guitar, voice, strings, woodwinds, brass, strings, percussion, and conducting. For music majors, music minors, education majors with a music concentration, and music scholarship winners (no fee).

FAM 230 Music Theory I  
3 Credits  
A study of diatonic harmonic progressions typical in the music of the 18th and 19th centuries. The course includes the analysis of melodic, harmonic, rhythmic, and formal aspects of music by composers such as Bach, Mozart, Beethoven, and Schubert. Lab required. Prerequisite: FAM 115 or permission of instructor. 
Offered: spring.

FAM 240 Music Theory II  
3 Credits  
A study of four-part composing as developed in Europe, particularly tonal music associated with Bach, Mozart, and Beethoven. Lab required.  
Prerequisite: FAM 230 or permission of instructor. Corequisite: FAM 330.  
Offered: spring.

FAM 250 Music for Children  
3 Credits  
Course provides the backgrounds, models, and skills necessary to create musical experiences for the pre-school and elementary-age child.  
Offered: occasionally.

FAM 340L Music Theory IV Lab  
1 Credit  
Advanced lab instruction in sight-singing and ear-training.  
Prerequisite: FAM 330L Corequisite: FAM 340.  
Offered: spring.

FAM 340 Introduction to Still Photography  
3 Credits  
Basic techniques of photography explored through the use of 35mm cameras and film. Emphasis on the development of black and white film and the visualization process of taking pictures.  
Restriction: must have 35mm camera with manual controls.  
Fulfills College Core: Field 3 (Literature and the Arts)  
Offered: occasionally.

FAM 341 Digital Photography  
3 Credits  
Review basic photo skills as they relate to the operation of digital cameras. Students are introduced to the digital workflow using Photoshop to develop a personal style that is reflected in a printed and digital portfolio. No prior photo experience necessary.  
Restriction: must have a D-SLR camera (digital single lens reflex camera).  
Fulfills College Core: Field 3 (Literature and the Arts)  
Offered: occasionally.

FAM 349 Internship  
3 Credits  
An internship with a business or organization related to the student's primary interest gives hands-on experience in the field. A variety of settings are possible: music or arts management, recording studio, radio station, and music retail. Internships require an application and approval by the associate dean.  
Prerequisite: FAM 360 & FAM 361 or permission of department chair.  
Offered: occasionally.

FAM 350 Color  
3 Credits  
Combines in-depth color theory with design and composition making learned through traditional studio set-up and contemporary computer applications.  
Fulfills College Core: Field 3 (Literature and the Arts)  
Offered: occasionally.

FAM 390 Sounding Society  
3 Credits  
Explores how music represents, instills, and challenges the values of ethics, justice, diversity, and global awareness in different societies as represented in art music as well as in popular and indigenous music.  
Fulfills College Core: Core Capstone  
Offered: spring.

FAM 410 Two-Dimensional Design  
3 Credits  
Investigation of the formal elements and principles of design in two dimensions. Hands-on studio environment with computer-based assignments will involve students in practical and creative solutions to design problems.  
Fulfills College Core: Field 3 (Literature and the Arts)  
Offered: fall, spring & summer.

FAM 498 Independent Study in Music  
1-3 Credits  
Independent studies allow an in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.  
Prerequisite: permission of the instructor, department chair, & associate dean.  
Offered: occasionally.
FAS 160 Printmaking I  3 Credits
Introduction to the history and processes of basic printmaking, including relief printing, monoprints, pronto plate lithography, "image-on" intaglio, and other photo-sensitive and non-toxic processes.
Prerequisite: FAS 120 or permission of instructor.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 170 Studio Painting I  3 Credits
Investigation of the formal, material, and historical fundamentals of painting. Exercises in watercolor and acrylic paint progress through grisaille, monochromatic, limited palette, and full palette treatments of subject matters.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 220 Comics Workshop  3 Credits
This course is intended to give students hands-on experience writing and drawing comics with an emphasis on storytelling techniques unique to the medium. We will explore a wide variety of examples from the comics canon in order to illustrate abstract techniques discussed in Scott McCloud’s Making Comics. Students will be given drawing assignments in order to develop an understanding of the workflow and creative tools needed to make comics as well as the sense of storytelling flow and of symbolic shorthand necessary in order to become an efficient comic artist.
Offered: occasionally.

FAS 222 Figure Drawing I  3 Credits
In-depth work with human figure as primary subject matter. Students work from model for half the semester. Emphasis on anatomical structures and expressive use of figure in composition making. Work in a range of media. Students also work on independent personal projects using figure.
Prerequisite: FAS 170.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 241 Intermediate Photography  3 Credits
In-depth study of advanced photographic processes including visual interpretation of the digital negative, the application of artificial light in the studio and field and alternative film based processes.
Prerequisites: FAS 141, FAS 142, or portfolio review.
Offered: occasionally.

FAS 260 Printmaking II  3 Credits
A continuation of printmaking processes learned in Printmaking I. Students experience a more self-guided studio environment where they are expected to build upon the techniques and processes learned in Printmaking I and expand on them in the form of practice and experimentation. Personal style and conceptual direction begin to develop alongside process.
Prerequisite: FAS 160.
Offered: occasionally.

FAS 496 Internship  3 Credits
Internships require an application and approval by the chair and the associate dean.
Prerequisite: permission of the chair & associate dean.
Offered: occasionally.

Art History Minor
A detailed description of the program, faculty, facilities, academic, and co-curricular opportunities can be found at the Art History website (https://www.canisius.edu/academics/programs/art-history/).

Requirements for the Art History Minor
The minor in art history requires six courses, some of which may also fulfill requirements in the core curriculum or the student’s major.

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<tr>
<th>Code</th>
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<td>FAH 101</td>
<td>Cave Paintings, the Colosseum &amp; Cathedrals</td>
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<td>FAH 102</td>
<td>Altarpieces, Academies &amp; the Avant-Garde</td>
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<td>Ancient and/or Medieval Art: one course</td>
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<td>FAH 210</td>
<td>Ancient Egyptian and Near Eastern Art</td>
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<td>FAH 213</td>
<td>Greek and Roman Art</td>
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<td>FAH 224</td>
<td>Medieval Art</td>
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<td>Renaissance and/or Baroque Art: one course</td>
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<td>FAH 245</td>
<td>Renaissance Art</td>
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<td>FAH 248</td>
<td>Baroque Art</td>
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<td>Additional FAH electives: two courses</td>
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<td>FAH 103 Survey of Pre-Columbian and Native American Art</td>
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<td>FAH 109 History of Architecture</td>
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<td>HON 321 Critical Issues in the History of Photography</td>
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<td>HON 322 Orchestral Music</td>
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Total Credits 18

Program Experience
Many students take the opportunity to gain practical experience in an art institution through a Museum Internship course in addition to the minor requirements. Art history students have interned at the Albright-Knox Art Gallery, the Darwin Martin House Complex, the Buffalo History Museum, the Buffalo Central Terminal Restoration Corporation, Hallwalls Contemporary Arts Center, the Castellani Art Museum, the Buffalo Niagara Heritage Center, WNYBAC, and Big Orbit Gallery.

Creative and Performing Arts Interdisciplinary Studies (BA)
This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction
The Creative and Performing Arts Interdisciplinary Studies degree has been designed to help students develop skills in music, the visual arts, and art history as a basis for continued study or a career in the fine arts or in other occupations where these disciplines play an integral role. The curriculum will familiarize students with the increasingly interdisciplinary aspect of
the fine arts as well as the implications that has for arts administration and management. The program offers opportunity for experiential activities such as music performance, art exhibition, and curatorial work as well as activities outside of the major requirements such as internships. In addition to the skill areas mentioned above, the major affords training in the area of aesthetics, business in the arts, and the use of social media for the arts.

Qualifications
A vocal or instrumental performance audition is required prior to formal acceptance for the Music Performance Concentration, but students may begin to take courses before the audition takes place (usually no later than the end of first academic year). The other concentrations (including that for Music Technology) do not require an audition. In order to successfully complete the major, students must have a minimum grade of C- in each course included in the major.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Some common double majors pair fine arts with classics (p. 125), communications (p. 132), digital media arts (p. 150), English (p. 155), psychology (p. 244), or education (p. 312).

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).

Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
All students complete required courses, fulfill the requirements of one of the concentrations (art history, music performance, music technology, or studio art), and complete electives from a second fine arts area.

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<th>Code</th>
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<td>Aesthetics Course (choose one of the following)</td>
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<tr>
<td>PHI 291</td>
<td>Philosophy of Art</td>
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<td>PHI 292</td>
<td>Philosophy of Beauty</td>
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<td>HON 212</td>
<td>Beauty Matters: Philosophical Considerations of Beauty from Ancient Times to the Present Day</td>
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<td>Business in the Arts (choose one of the following)</td>
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<td>ARTS 301</td>
<td>Arts Administration</td>
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<td>Social Media and the Arts</td>
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<tr>
<td>ARTS 202</td>
<td>Social Media and the Arts</td>
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<td>Fine Arts Project</td>
<td>3</td>
</tr>
<tr>
<td>ARTS 401</td>
<td>Fine Arts Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Primary Concentration (students many choose from art history, music 14-19 performance, music theory, or studio arts; see below)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Secondary Concentration (students may choose from art history, music, or studio arts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>32-37</td>
</tr>
</tbody>
</table>

Primary Concentration
Art History Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAH 101</td>
<td>Cave Paintings, the Colosseum &amp; Cathedrals</td>
<td>3</td>
</tr>
<tr>
<td>FAH 102</td>
<td>Altarpieces, Academies &amp; the Avant-Garde</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>One course in Ancient or Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 210</td>
<td>Ancient Egyptian and Near Eastern Art</td>
<td></td>
</tr>
<tr>
<td>FAH 213</td>
<td>Greek and Roman Art</td>
<td></td>
</tr>
<tr>
<td>FAH 224</td>
<td>Medieval Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One course in Renaissance or Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 245</td>
<td>Renaissance Art</td>
<td></td>
</tr>
<tr>
<td>FAH 248</td>
<td>Baroque Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>One course in Art since 1800/World Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 103</td>
<td>Survey of Pre-Columbian and Native American Art</td>
<td></td>
</tr>
<tr>
<td>FAH 107</td>
<td>Introduction to African and Asian Art</td>
<td></td>
</tr>
<tr>
<td>FAH 109</td>
<td>History of Architecture</td>
<td></td>
</tr>
<tr>
<td>FAH 262</td>
<td>Modern Art</td>
<td></td>
</tr>
</tbody>
</table>
### Secondary Concentration

All students complete 6 credit hours for a secondary concentration in a different arts discipline (art history, music, or studio art). Majors with an art history concentration choose courses in either of the music concentrations or in the studio art concentration; majors in the music performance and music technology concentrations choose courses in the art history or the studio art concentration; majors in the studio art concentration choose from courses in either of the music concentrations or the art history concentration. Music lessons (taken for 1 or 2 credits) and music ensembles (taken for 1 credit) can be taken more than once and can accrue second area credit for those majors who choose one of the music concentrations as a second area. A single course cannot count for both the primary and secondary concentrations.

### Roadmap

#### Recommended Semester Schedule for Major Course Requirements with Art History Concentration

<table>
<thead>
<tr>
<th>Semester</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FAH 101</td>
<td>Ancient or Medieval Art Course (Choose one)</td>
<td>FAH 103</td>
<td>Business in the Arts</td>
</tr>
<tr>
<td>Spring</td>
<td>FAH 102</td>
<td>Renaissance or Baroque Art Course (Choose one)</td>
<td>FAH 107</td>
<td>Fine Arts Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

#### Studio Art Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 110</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>FAS 120</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>FAS 130</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Choose two of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAS 131 Sculpture I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or FAS 170 Studio Painting I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FAS 140 Introduction to Still Photography</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or FAS 142 Travel Photography</td>
<td></td>
</tr>
</tbody>
</table>

#### Music Performance Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 230</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>FAM 240</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Music Performance</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Recital performed in the last semester</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensemble (4 semesters of the same ensemble; ensembles may be taken for 0 or 1 credit each)</td>
<td></td>
</tr>
<tr>
<td>FAM 171</td>
<td>Chorale</td>
<td></td>
</tr>
<tr>
<td>or FAM 181</td>
<td>Chorale</td>
<td></td>
</tr>
<tr>
<td>FAM 172</td>
<td>Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>or FAM 182</td>
<td>Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>FAM 174</td>
<td>Chamber Orchestra</td>
<td></td>
</tr>
<tr>
<td>or FAM 184</td>
<td>Chamber Orchestra</td>
<td></td>
</tr>
</tbody>
</table>

#### Music Technology Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 230</td>
<td>Music Theory I</td>
<td>3</td>
</tr>
<tr>
<td>FAM 240</td>
<td>Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>DMA 309</td>
<td>Music Technology</td>
<td>3</td>
</tr>
<tr>
<td>DMA 310</td>
<td>Digital Audio/Music Production</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Music Performance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Ensemble (2 semesters of the same ensemble; ensembles may be taken for 0 or 1 credit each)</td>
<td></td>
</tr>
<tr>
<td>FAM 171</td>
<td>Chorale</td>
<td></td>
</tr>
<tr>
<td>or FAM 181</td>
<td>Chorale</td>
<td></td>
</tr>
<tr>
<td>FAM 172</td>
<td>Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>or FAM 182</td>
<td>Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>FAM 174</td>
<td>Chamber Orchestra</td>
<td></td>
</tr>
<tr>
<td>or FAM 184</td>
<td>Chamber Orchestra</td>
<td></td>
</tr>
</tbody>
</table>

#### Total Credits

- **Secondary Concentration**: 15
- **Studio Art Concentration**: 15
- **Music Performance Concentration**: 19
- **Music Technology Concentration**: 14

---

**Note**: Aesthetic Courses (Choose one)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 291</td>
<td>Aesthetics Course</td>
</tr>
<tr>
<td>PHI 292</td>
<td>Aesthetics Course</td>
</tr>
</tbody>
</table>
Recommended Semester Schedule for Major Course Requirements with Music Performance Concentration

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 230</td>
<td>FAM 240</td>
</tr>
<tr>
<td>Music Performance (FAM 226)</td>
<td>Music Performance Course (FAM 226)</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 119</td>
<td>(a)</td>
</tr>
<tr>
<td>Music Performance (FAM 226)</td>
<td>Music Performance (FAM 226)</td>
</tr>
<tr>
<td>Music Ensemble</td>
<td>Music Ensemble</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts Project</td>
<td>(a)</td>
</tr>
<tr>
<td>Music Performance (FAM 226)</td>
<td>Music Performance (FAM 226)</td>
</tr>
<tr>
<td>Music Ensemble</td>
<td>Music Ensemble</td>
</tr>
<tr>
<td>Business in the Arts</td>
<td>Business in the Arts</td>
</tr>
</tbody>
</table>

Recommended Semester Schedule for Major Course Requirements with Music Technology Concentration

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 230</td>
<td>FAM 240</td>
</tr>
<tr>
<td>Music Performance (FAM 126)</td>
<td>Social Media in the Arts Course</td>
</tr>
<tr>
<td>DMA 309</td>
<td>(a)</td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 119</td>
<td>(a)</td>
</tr>
<tr>
<td>Music Ensemble (Students are assigned to one of the following)</td>
<td>Music Ensemble</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts Project</td>
<td>(a)</td>
</tr>
</tbody>
</table>

Recommended Semester Schedule for Major Course Requirements with Studio Art Concentration

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 110</td>
<td>FAS 120</td>
</tr>
<tr>
<td>Social Media and the Arts</td>
<td>Social Media and the Arts</td>
</tr>
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</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 130</td>
<td>(a)</td>
</tr>
<tr>
<td>Aesthetics Course (choose one)</td>
<td>Aesthetics Course (choose one)</td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Art Elective</td>
<td>(a)</td>
</tr>
<tr>
<td>Studio Art Elective</td>
<td>Studio Art Elective</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts Project</td>
<td>(a)</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

**Student Learning Goal 1**

**MAJORS WILL DEMONSTRATE PROFICIENCY IN THE FINE ARTS.**

Students will:

- **Objective A:** Successfully complete a major project in one or in a combination of the disciplines encompassed by the program.

**Student Learning Goal 2**

**MAJORS WILL DEVELOP AN UNDERSTANDING OF HOW SOCIAL MEDIA CAN BE USED TO PROMOTE THE FINE ARTS.**

Students will:

- **Objective A:** Design a social media campaign for an artist or arts institution.

**Student Learning Goal 3**

**MAJORS WILL DEVELOP AN UNDERSTANDING OF THE BUSINESS SIDE OF THE FINE ARTS.**
Students will:

- Objective A: Successfully complete projects relating to the business functions proper to an individual career in the arts or an arts organization.

Courses

**ARTS 202 Social Media and the Arts** 3 Credits
Students develop skills necessary to visual and performing artists and arts administrators in promoting their work or that of their cultural institution. The course teaches students how to reach and communicate with their target audiences effectively. Topics covered include website strategies, blogging, social media site management, mobile tactics, and others.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

**ARTS 301 Arts Administration** 3 Credits
The course is a comprehensive discussion of artist management and arts administration, promotion, marketing, contract law and negotiation, media and public relations as well as agent and manager responsibilities in the recording industry.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

**ARTS 302 Not-for-Profit Arts Organizations** 3 Credits
The course is an overview arts management, administration, promotion, and legal issues as they apply to not-for-profit arts organizations. Topics covered include basic finance for not-for-profit organizations, logistics of day-to-day operations, writing grant proposals, strategies for driving revenue, and others.
Prerequisite: None. Corequisite: None.
Offered: occasionally.

**ARTS 401 Fine Arts Project** 3 Credits
Students will be guided through a fine arts project that will demonstrate advanced accomplishment related to their concentration in the Creative and Performing Arts Interdisciplinary Studies degree. Projects could be an extended paper, a musical performance, an audio technology project, a gallery show, or any other appropriate medium. Students will be mentored by appropriate faculty and will provide regular reports and demonstrations of progress throughout the semester.
Corequisite: None.
Offered: occasionally.

**FAH 101 Cave Paintings, the Colosseum & Cathedrals** 3 Credits
Introduction to visual and cultural analysis of major works of art from prehistory through the Middle Ages. Covers prehistoric through Gothic art.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall, spring, & summer.

**FAH 102 Altarpieces, Academies & the Avant-Garde** 3 Credits
Introduction to visual and cultural analysis of major works of Western art from the Renaissance through the contemporary moment.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall, spring, & summer.

**FAH 103 Survey of Pre-Columbian and Native American Art** 3 Credits
The artistic achievements of native peoples from the Americas, Toltec, Maya, and Aztec civilizations of Central America, and culture groups from the Woodlands, Plains, Southwest, and Northwest in North America prior to and after contact with Europe.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: fall.

**FAH 106 Introduction to African and Asian Art** 3 Credits
Beginning with a discussion about the Silk Road, art of the Asian and African continents and the Pacific Ocean cultures are central topics. This course is an introduction to the history of non-Western art from the emergence of these particular cultures into modern times.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: every fall.

**FAH 109 History of Architecture** 3 Credits
Visual and cultural analysis of major monuments of global architecture from antiquity to the present.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

**FAH 110 History of Photography** 3 Credits
Introduction to artistic and technical origins and subsequent developments of photographic processes from their invention in 1839 to global contemporary practices.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

**FAH 159 Gender, Identity, and Art** 3 Credits
Gender, Identity, and Art encourages critical conversations around gender, race, sexuality, and class and the articulation of the intersectional nexuses among these issues in art, preparing students to negotiate the contemporary social and cultural landscape with a greater awareness. These ideas and their visualization in art throughout history will be analyzed as they relate to the formulation of featured artists’ identities as well as how their art addresses an increasingly diverse and inclusive audience in the contemporary era. This course will feature a visit to the exhibition “We Wanted a Revolution: Black Radical Women, 1965–85,” on view at the Albright-Knox Art Gallery from February 17 to May 27, 2018, and will tie in with special programs at the museum associated with the exhibition.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

**FAH 210 Ancient Egyptian and Near Eastern Art** 3 Credits
Introduction to visual and cultural analysis and interpretation of the painting, sculpture, and architecture of ancient Egypt and the ancient Near East.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

**FAH 213 Greek and Roman Art** 3 Credits
Visual and cultural analysis of the painting, sculpture, and architecture of Greece and Rome.
Fulfills College Core: Field 3 (Literature and the Arts), Oral Communication
Offered: spring.

**FAH 224 Medieval Art** 3 Credits
Visual analysis, cultural analysis, and interpretation of major works of art and architecture from Early Christian, Byzantine, Islamic, Carolingian, Ottonian, Romanesque, and Gothic periods.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall or spring.

**FAH 245 Renaissance Art** 3 Credits
Visual, cultural, and iconographic analysis of painting, sculpture, architecture, and art theory in Europe from the fourteenth through the sixteenth centuries.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.
FAH 248 Baroque Art 3 Credits
Visual, cultural and iconographic analysis of painting, sculpture and architecture during the 17th and 18th centuries in France, Italy, England, Spain and the Netherlands.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall.

FAH 261 Monet and the Age of Impressionism 3 Credits
Visual and cultural analysis of major works from Western Europe and the United States, from the early 19th century through Post-Impressionism.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

FAH 262 Modern Art 3 Credits
Visual and cultural analysis of major works from Western Europe and the United States from the late 19th century through 1945.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

FAH 265 Contemporary Art 3 Credits
Visual and cultural analysis of major works from the United States and Western Europe from 1945 to the present.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: spring.

FAH 267 Frank Lloyd Wright 3 Credits
An introduction to the influential and iconic work of American architect Frank Lloyd Wright. This course presents his major works and considers American and Modern architecture as a whole. A visit to the Darwin D. Martin House Complex is a vital component to this course.
Fulfills College Core: Field 3 (Literature and the Arts)

FAH 271 Art in Buffalo 3 Credits
Examination of the artistic and historical resources in the Greater Buffalo region, including prominent examples of architecture, museum collections, and artists in Western New York. Course is taught completely online.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: summer.

FAH 272 Animals in Art 3 Credits
Thematic analysis of the use of animal imagery and animals in art.
Fulfills College Core: Advanced Writing-Intensive, Field 3 (Literature and the Arts)
Offered: spring of odd-numbered years.

FAH 273 Field Excursion: Connections between Museum and Zoo Exhibitions 1 Credit
Spring Break trip to Explore the portrayal of animals in museums and zoos. Students will compare and contrast the exhibition practices in multiple museums and zoos in Amsterdam. Students will complete readings and final project while in the field. Additional fee required and varies with location (generally about $3000), which covers all travel costs. Please contact the course instructor for current fees. The course is open to students in any major. ABEC students should note that while this course will count towards the zoo biology minor, it will not count towards the ABEC major.
Offered: occasionally.

FAH 460 Museum Internship 3 Credits
Research, curatorial, and administrative internship at selected Buffalo area art galleries.
Prerequisite: junior or senior standing. Restriction: art history majors and minors (or by permission of internship director).
Offered: fall, spring, & summer.

FAH 481 The Art of the Selfie 3 Credits
An overview of the artistic expressions of portraiture limited to those identified as self-portraits. Beginning with the earliest known self-portraits onward, we will discuss the roles ascribed to self-portraits by artists, their patrons, and the 21st century connoisseur.
Fulfills College Core: Core Capstone

FAH 483 The World of Color 3 Credits
Throughout history, color has represented feelings, thoughts, religious symbolism, scientific classifications, self- and societal identification, psychological states, and cultural relations. This class will provide a definition of color, and an understanding of how color is apprehended by the eye and organized by the brain. It will provide a survey of the uses of color through history and discuss the dual nature of progress in art and progress in color. We will analyze art in the forms of painting, sculpture, photography, filmmaking, and contemporary multi-media creations.
Prerequisite: none. Corequisite: none.
Fulfills College Core: Core Capstone
Offered: every spring.

FAH 499 Independent Study in Art History 3 Credits
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

FAM 115 Fundamentals of Music 3 Credits
Basic elements of music, its terms, and its notation including pitch, rhythm, chords, dynamics, tempo, and other aspects. Students will gain familiarity with the piano keyboard.
Prerequisite: none.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall, spring & summer.

FAM 119 Masterpieces of Music 3 Credits
A survey of Western art music from medieval Gregorian chant to the present, including the study of musical elements, historical background, musical style, and masterworks of various periods.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall & spring.

FAM 122 History of Rock and Roll 3 Credits
A survey of the history of rock and roll and its impact on American and world culture. The musical and cultural roots of rock and roll and the evolution of the style over several decades will be examined.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: Occasionally.

FAM 123 World Musics 3 Credits
Survey course, including folk, traditional, and art music of Europe, Asia, Africa, Australia, and North and South America. Classes include listening and videos with the study of instruments, dances, songs, and rhythms of these cultures.
Fulfills College Core: Field 3 (Literature and the Arts)

FAM 124 America's Music 3 Credits
Music made or continuously used by Americans up to the present: sacred congregational music, vernacular music, African-American music, and cultivated traditions. Historical and sociological development of folk, jazz, and popular music as uniquely American.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: spring & summer.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Description</th>
<th>Offered</th>
<th>Fulfills College Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 126</td>
<td>Music Performance</td>
<td>1</td>
<td>Half-hour private lessons designed for all levels of experience are offered in piano, organ, harp, guitar, voice, strings, woodwinds, brass, strings, percussion, and conducting. For music majors, music minors, education majors with a music concentration, and music scholarship winners (no fee). Prerequisite: permission of department chair; limited to music majors, music minors, music scholarship students, &amp; music education students with a concentration in music.</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 171</td>
<td>Chorale</td>
<td>0</td>
<td>A mixed-voice singing group that performs repertoire in both the classical and popular styles (Same as FAM 181 except for 0 credit).</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 181</td>
<td>Chorale</td>
<td>1</td>
<td>A mixed-voice singing group that performs repertoire in both the classical and popular styles (Same as FAM 181 except for 1 credit).</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 172</td>
<td>Jazz Ensemble</td>
<td>0</td>
<td>Jazz ensemble that plays a wide range of music from Count Basie to Maynard Ferguson and everything in between (Same as FAM 182 except for 0 credit).</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 174</td>
<td>Chamber Orchestra</td>
<td>0</td>
<td>Chamber orchestra that performs a wide range of orchestral literature from the Baroque period through the 20th century. Concert programs provide students with wide experiences in the orchestral arts (Same as FAM 184 except for 0 credit).</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 182</td>
<td>Jazz Ensemble</td>
<td>1</td>
<td>Jazz ensemble that plays a wide range of music from Count Basie to Maynard Ferguson and everything in between (Same as FAM 182 except for 1 credit).</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 184</td>
<td>Chamber Orchestra</td>
<td>1</td>
<td>Chamber orchestra that performs a wide range of orchestral literature from the Baroque period through the 20th century. Concert programs provide students with wide experiences in the orchestral arts. (Same as FAM 174 except for 1 credit).</td>
<td>fall &amp; spring.</td>
<td>Field 3 (Literature and the Arts), Global Awareness</td>
</tr>
<tr>
<td>FAM 212</td>
<td>Canisius and the BPO Experience</td>
<td>3</td>
<td>Classes meet at both Canisius College and Kleinhans Music Hall as students study music on stage, behind the scenes, and in the orchestral repertory with Canisius College faculty, BPO conductors, soloists, and managers. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 213</td>
<td>Women in Music</td>
<td>3</td>
<td>Roles of women composers and performers in art music from the time of ancient Greece through the present as they struggle to break the confines of traditional gender roles to gain equal representation and recognition. Fulfills College Core: Diversity, Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 214</td>
<td>Music in Film</td>
<td>3</td>
<td>Functions of music in silent film, in animation, and during the golden age of American cinema as an extension of European musical practices through the rise of the Hollywood studio system. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 215</td>
<td>Urban Music</td>
<td>3</td>
<td>A study of the rise of the Hollywood studio system. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 216</td>
<td>Medieval and Renaissance Music</td>
<td>3</td>
<td>Traces Western art music from its origins in Gregorian chant through the development and refinement of more complex compositions such as the mass setting and motet. Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 217</td>
<td>Music of the Baroque Period</td>
<td>3</td>
<td>A study of Western art music of the Baroque period (1600-1750) beginning with the early operatic works of Monteverdi and concluding with the mature masterpieces of Bach and Handel. Many different instrumental and vocal genres are covered in this course, including concerto, sonata, suite, opera, cantata, and oratorio. Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 219</td>
<td>19th Century Music</td>
<td>3</td>
<td>Great composers of the Romantic period, including their lives, selected works, musical style, and influence. Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 220</td>
<td>Art Music from 1900 to the Present</td>
<td>3</td>
<td>Covers impressionism in music, which ushered in the twentieth century, European music 1910-1945, American music, and new music since 1945. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 223</td>
<td>The World of Music Theater</td>
<td>3</td>
<td>The course covers basic elements of the history of musical theater: its beginnings, how it has evolved, comparison of past and current trends, performers – past and present, styles of music used, lyrics. It also explores how music theater mirrors, imitates, comments, or predicts current world affairs. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 224</td>
<td>Afro-Centric Music</td>
<td>3</td>
<td>Music of West Africa and how, due to the African Diaspora, this music has come to influence both art and pop music on a worldwide basis. Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 226</td>
<td>Music Performance</td>
<td>2</td>
<td>Half-hour private lessons designed for all levels of experience are offered in piano, organ, harp, guitar, voice, strings, woodwinds, brass, strings, percussion, and conducting. For music majors, music minors, education majors with a music concentration, and music scholarship winners (no fee). Prerequisite: FAM 115 or permission of instructor. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>occasionally.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
<tr>
<td>FAM 230</td>
<td>Music Theory I</td>
<td>3</td>
<td>A study of diatonic harmonic progressions typical in the music of the 18th and 19th centuries. The course includes the analysis of melodic, harmonic, rhythmic, and formal aspects of music by composers such as Bach, Mozart, Beethoven, and Schubert. Lab required. J2171. Prerequisite: FAM 115 or permission of instructor. Fulfills College Core: Field 3 (Literature and the Arts)</td>
<td>fall.</td>
<td>Field 3 (Literature and the Arts)</td>
</tr>
</tbody>
</table>
FAM 240 Music Theory II 3 Credits
A study of four-part composing as developed in Europe, particularly tonal music associated with Bach, Mozart, and Beethoven. Lab required.
Prerequisite: FAM 230 or permission of instructor. Corequisite: .
Offered: spring.

FAM 250 Music for Children 3 Credits
Course provides the backgrounds, models, and skills necessary to create musical experiences for the pre-school and elementary-age child.
Offered: occasionally.

FAM 340L Music Theory IV Lab 1 Credit
Advanced lab instruction in sight-singing and ear-training.
Prerequisite: FAM 330L Corequisite: FAM 340.
Offered: spring.

FAM 390 Sounding Society 3 Credits
Explores how music represents, instills, and challenges the values of ethics, justice, diversity, and global awareness in different societies as represented in art music as well as in popular and indigenous music.
Fulfills College Core: Core Capstone
Offered: spring.

FAM 498 Internship 3 Credits
An internship with a business or organization related to the student’s primary interest gives hands-on experience in the field. A variety of settings are possible: music or arts management, recording studio, radio station, and music retail. Internships require an application and approval by the associate dean.
Prerequisite: FAM 360 & FAM 361 or permission of department chair.
Offered: occasionally.

FAM 499 Independent Study in Music 1-3 Credits
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.
Offered: occasionally.

FAS 110 Two-Dimensional Design 3 Credits
Investigation of the formal elements and principles of design in two dimensions. Hands-on studio environment with computer-based assignments will involve students in practical and creative solutions to design problems.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall, spring & summer.

FAS 120 Drawing I 3 Credits
Investigation of the formal, material, and historical fundamentals of drawing. Exercises with dry and wet media progress through perceptual rendering, collage, narrative, and imaginative drawing.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall, spring & summer.

FAS 130 Three-Dimensional Design 3 Credits
Investigation of the formal elements and principles of design in three dimensions and their relationship with the space they occupy. Particular emphasis is placed on material and presentation.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall & summer.

FAS 131 Sculpture I 3 Credits
Emphasis on traditional techniques. Assignments cover specific materials (plaster, wood, styrofoam, metal, paper) and particular techniques (armature construction, wood working, riveting, and mold making).
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 140 Introduction to Still Photography 3 Credits
Basic techniques of photography explored through the use of 35mm cameras and film. Emphasis on the development of black and white film and the visualization process of taking pictures.
Restriction: must have 35mm camera with manual controls.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 141 Digital Photography 3 Credits
Review basic photo skills as they relate to the operation of digital cameras. Students are introduced to the digital workflow using Photoshop to develop a personal style that is reflected in a printed and digital portfolio. No prior photo experience necessary.
Restriction: must have a D-SLR camera (digital single lens reflex camera).
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall, spring & summer; online.

FAS 142 Travel Photography 3 Credits
Learn how to navigate location shoots and capture the spirit of the specific culture in front of you. Find the right location shots, maximize the light situations regardless of climate or time of day and learn proper ethical behavior for photojournalists. Review basic camera operations for both film and digital picture taking. Additional travel fee required, please contact the instructor for more information.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: every spring.

FAS 150 Color 3 Credits
Combines in-depth color theory with design and composition making learned through traditional studio set-ups and contemporary computer applications.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 160 Printmaking I 3 Credits
Introduction to the history and processes of basic printmaking, including relief printing, monoprints, pronto plate lithography, “image-on” intaglio, and other photo-sensitive and non-toxic processes.
Prerequisite: FAS 120 or permission of instructor.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 170 Studio Painting I 3 Credits
Investigation of the formal, material, and historical fundamentals of painting. Exercises in watercolor and acrylic paint progress through grisaille, monochromatic, limited palette, and full palette treatments of subject matters.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.
FAS 220 Comics Workshop 3 Credits
This course is intended to give students hands-on experience writing and drawing comics with an emphasis on storytelling techniques unique to the medium. We will explore a wide variety of examples from the comics canon in order to illustrate abstract techniques discussed in Scott McCloud’s Making Comics. Students will be given drawing assignments in order to develop an understanding of the workflow and creative tools needed to make comics as well as the sense of storytelling flow and of symbolic shorthand necessary in order to become an efficient comic artist.
Offered: occasionally.

FAS 222 Figure Drawing I 3 Credits
In-depth work with human figure as primary subject matter. Students work from model for half the semester. Emphasis on anatomical structures and expressive use of figure in composition making. Work in a range of media. Students also work on independent personal projects using figure.
Prerequisite: FAS 170.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAS 241 Intermediate Photography 3 Credits
In-depth study of advanced photographic processes including visual interpretation of the digital negative, the application of artificial light in the studio and field and alternative film based processes.
Prerequisites: FAS 141, FAS 142, or portfolio review.
Offered: occasionally.

FAS 260 Printmaking II 3 Credits
A continuation of printmaking processes learned in Printmaking I. Students experience a more self-guided studio environment where they are expected to build upon the techniques and processes learned in Printmaking I and expand on them in the form of practice and experimentation. Personal style and conceptual direction begin to develop alongside process.
Prerequisite: FAS 160.
Offered: occasionally.

FAS 496 Internship 3 Credits
Internships require an application and approval by the chair and the associate dean.
Prerequisite: permission of the chair & associate dean.
Offered: occasionally.

Music Minor
A more detailed description of the faculty, facilities, academic, and co-curricular opportunities can be found at the Creative and Performing Arts Interdisciplinary Studies page (p. 177).

Curriculum
The music minor enables students majoring in other academic departments to complement their studies with the study of music. The 18-credit program includes courses in theory and music history and can include music performance.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>Select two of the following:</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>FAM 122</td>
<td>History of Rock and Roll</td>
<td></td>
</tr>
<tr>
<td>FAM 123</td>
<td>World Musics</td>
<td></td>
</tr>
<tr>
<td>FAM 124</td>
<td>America’s Music</td>
<td></td>
</tr>
<tr>
<td>FAM 212</td>
<td>Canisius and the BPO Experience</td>
<td></td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
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<td>FAM 213</td>
<td>Women in Music</td>
<td></td>
</tr>
<tr>
<td>FAM 214</td>
<td>Music in Film</td>
<td></td>
</tr>
<tr>
<td>FAM 216</td>
<td>Medieval and Renaissance Music</td>
<td></td>
</tr>
<tr>
<td>FAM 217</td>
<td>Music of the Baroque Period</td>
<td></td>
</tr>
<tr>
<td>FAM 218</td>
<td>Music of the Classical Period</td>
<td></td>
</tr>
<tr>
<td>FAM 219</td>
<td>19th Century Music</td>
<td></td>
</tr>
<tr>
<td>FAM 220</td>
<td>Art Music from 1900 to the Present</td>
<td></td>
</tr>
<tr>
<td>FAM 221</td>
<td>Opera Workshop I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>or FAM 222 Opera Workshop II</td>
<td></td>
</tr>
<tr>
<td>FAM 223</td>
<td>The World of Music Theater</td>
<td></td>
</tr>
<tr>
<td>FAM 224</td>
<td>Afro-Centric Music</td>
<td></td>
</tr>
</tbody>
</table>

Select 6 credits from the following: 6

Any combination of FAM courses, music ensembles and music lessons

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DMA 309</td>
<td>Music Technology</td>
<td>2</td>
</tr>
<tr>
<td>DMA 310</td>
<td>Digital Audio/Music Production</td>
<td>2</td>
</tr>
<tr>
<td>HON 322</td>
<td>Orchestral Music</td>
<td></td>
</tr>
<tr>
<td>HON 323</td>
<td>Opera</td>
<td></td>
</tr>
<tr>
<td>HON 324</td>
<td>The Symphony</td>
<td></td>
</tr>
<tr>
<td>HON 326</td>
<td>Art Song</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

1 If the student has sufficient theory background as demonstrated by a placement test, another FAM theory course may be substituted for FAM 115.

2 Note: DMA 309 and DMA 310 are offered in alternate years.

Courses

FAM 115 Fundamentals of Music 3 Credits
Basic elements of music, its terms, and its notation including pitch, rhythm, chords, dynamics, tempo, and other aspects. Students will gain familiarity with the piano keyboard.
Prerequisite: none.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall, spring & summer.

FAM 119 Masterpieces of Music 3 Credits
A survey of Western art music from medieval Gregorian chant to the present, including the study of musical elements, historical background, musical style, and masterworks of various periods.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: fall & spring.

FAM 122 History of Rock and Roll 3 Credits
A survey of the history of rock and roll and its impact on American and world culture. The musical and cultural roots of rock and roll and the evolution of the style over several decades will be examined.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: Occasionally.

FAM 123 World Musics 3 Credits
Survey course, including folk, traditional, and art music of Europe, Asia, Africa, Australia, and North and South America. Classes include listening and videos with the study of instruments, dances, songs, and rhythms of these cultures.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.
FAM 124 America's Music  3 Credits
Music made or continuously used by Americans up to the present: sacred congregational music, vernacular music, African-American music, and cultivated traditions. Historical and sociological development of folk, jazz, and popular music as uniquely American.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: spring & summer.

FAM 126 Music Performance  1 Credit
Half-hour private lessons designed for all levels of experience are offered in piano, organ, harp, guitar, voice, strings, woodwinds, brass, strings, percussion, and conducting. For music majors, music minors, education majors with a music concentration, and music scholarship winners (no fee).
Prerequisite: permission of department chair; limited to music majors, music minors, music scholarship students, & music education students with a concentration in music.

FAM 171 Chorale  0 Credits
A mixed-voice singing group that performs repertoire in both the classical and popular styles (Same as FAM 181 except for 0 credit).
Offered: fall & spring.

FAM 172 Jazz Ensemble  0 Credits
Jazz ensemble that plays a wide range of music from Count Basie to Maynard Ferguson and everything in between (Same as FAM 182 except for 0 credit).
Offered: fall & spring.

FAM 174 Chamber Orchestra  0 Credits
Chamber orchestra that performs a wide range of orchestral literature from the Baroque period through the 20th century. Concert programs provide students with wide experiences in the orchestral arts (Same as FAM 184 except for 0 credit).
Offered: fall & spring.

FAM 181 Chorale  1 Credit
A mixed-voice singing group that performs repertoire in both the classical and popular styles (Same as FAM 171 except for 1 credit).
Offered: fall & spring.

FAM 182 Jazz Ensemble  1 Credit
Jazz ensemble that plays a wide range of music from Count Basie to Maynard Ferguson and everything in between (Same as FAM 172 except for 1 credit).
Offered: fall & spring.

FAM 184 Chamber Orchestra  1 Credit
Chamber orchestra that performs a wide range of orchestral literature from the Baroque period through the 20th century. Concert programs provide students with wide experiences in the orchestral arts. (Same as FAM 174 except for 1 credit).
Offered: fall & spring.

FAM 212 Canisius and the BPO Experience  3 Credits
Classes meet at both Canisius College and Kleinhans Music Hall as students study music on stage, behind the scenes, and in the orchestral repertory with Canisius College faculty, BPO conductors, soloists, and managers.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 213 Women in Music  3 Credits
Roles of women composers and performers in art music from the time of ancient Greece through the present as they struggle to break the confines of traditional gender roles to gain equal representation and recognition.
Fulfills College Core: Diversity, Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 214 Music in Film  3 Credits
Functions of music in silent film, in animation, and during the golden age of American cinema as an extension of European musical practices through the rise of the Hollywood studio system.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 216 Medieval and Renaissance Music  3 Credits
Traces Western art music from its origins in Gregorian chant through the development and refinement of more complex compositions such as the mass setting and motet.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 217 Music of the Baroque Period  3 Credits
A study of Western art music of the Baroque period (1600-1750) beginning with the early operatic works of Monteverdi and concluding with the mature masterpieces of Bach and Handel. Many different instrumental and vocal genres are covered in this course, including concerto, sonata, suite, opera, cantata, and oratorio.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 218 Music of the Classical Period  3 Credits
A study of European art music c.1750-1809 and the historical and cultural forces that helped to shape it. Focus on the lives and works of Haydn, Mozart, Beethoven, their contemporaries, and immediate predecessors.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 219 19th Century Music  3 Credits
Great composers of the Romantic period, including their lives, selected works, musical style, and influence.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 220 Art Music from 1900 to the Present  3 Credits
Covers impressionism in music, which ushers in the twentieth century, European music 1910-1945, American music, and new music since 1945.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 223 The World of Music Theater  3 Credits
The course covers basic elements of the history of musical theater: its beginnings, how it has evolved, comparison of past and current trends, performers – past and present, styles of music used, lyrics. It also explores how music theater mirrors, imitates, comments, or predicts current world affairs.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: occasionally.

FAM 224 Afro-Centric Music  3 Credits
Music of West Africa and how, due to the African Diaspora, this music has occasionally.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

FAM 225 Women in Music  1 Credit
An occasional course that will be offered at the discretion of the department, as circumstances warrant.

FAM 226 Music Performance  2 Credits
Half-hour private lessons designed for all levels of experience are offered in piano, organ, harp, guitar, voice, strings, woodwinds, brass, strings, percussion, and conducting. For music majors, music minors, education majors with a music concentration, and music scholarship winners (no fee).
FAM 230 Music Theory I 3 Credits
A study of diatonic harmonic progressions typical in the music of the 18th and 19th centuries. The course includes the analysis of melodic, harmonic, rhythmic, and formal aspects of music by composers such as Bach, Mozart, Beethoven, and Schubert. Lab required. Prerequisite: FAM 115 or permission of instructor.
Fulfills College Core: Field 3 (Literature and the Arts)
Offered: fall.
FAM 240 Music Theory II 3 Credits
A study of four-part composing as developed in Europe, particularly tonal music associated with Bach, Mozart, and Beethoven. Lab required. Prerequisite: FAM 230 or permission of instructor. Corequisite: .
Offered: spring.
FAM 250 Music for Children 3 Credits
Course provides the backgrounds, models, and skills necessary to create musical experiences for the pre-school and elementary-age child. Prerequisite: FAM 330L Corequisite: FAM 340.
Offered: occasionally.
FAM 340L Music Theory IV Lab 1 Credit
Advanced lab instruction in sight-singing and ear-training. Prerequisite: FAM 330L Corequisite: FAM 340.
Offered: spring.
FAM 390 Sounding Society 3 Credits
Explores how music represents, instills, and challenges the values of ethics, justice, diversity, and global awareness in different societies as represented in art music as well as in popular and indigenous music. Fulfills College Core: Core Capstone
Offered: spring.
FAM 498 Internship 3 Credits
An internship with a business or organization related to the student’s primary interest gives hands-on experience in the field. A variety of settings are possible: music or arts management, recording studio, radio station, and music retail. Internships require an application and approval by the associate dean. Prerequisite: FAM 360 & FAM 361 or permission of department chair. Offered: occasionally.
FAM 499 Independent Study in Music 1-3 Credits
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean. Prerequisite: permission of the instructor, department chair, & associate dean.
Offered: occasionally.

Studio Art Minor

Introduction
Canisius College offers a minor in studio art, and classes are open to all students. Studio art courses introduce fundamentals in both technique and artistic conceptualization. The program is intended to provide students with an opportunity to explore options in studio art and to prepare students interested in art as a profession for further undergraduate study at an art school or in a major degree program.

Students also have the opportunity to hear lectures by contemporary artists on and off campus and to visit art exhibits at local galleries and museums; they also are encouraged to attend seminars and workshops at local art venues that introduce them to recent trends in contemporary art. Viewing, critiquing, and writing about art give students a solid grounding for confidently and articulately speaking and writing about their own work and that of their peers.

Students are encouraged to exhibit their work both on and off campus in special events, such as Ignatian Scholarship Day, and in the Peter A. and Mary Lou Vogt Art Gallery located in Lyons Hall.

A more detailed description of the program, faculty, facilities, academic, and co-curricular opportunities can be found at the Studio Art webpage (https://www.canisius.edu/academics/programs/studio-art/).

Advisement
All students should have an advisor in the minor and should contact the Fine Arts Department Chair directly to have an advisor assigned if they do not already have one. All minors should work closely with their advisor in discussing career expectations, choosing their minor electives, developing their entire academic program, and planning their co-curricular or supplemental academic experiences.

Studio art courses place emphasis on both technical and conceptual skills through lectures, demonstrations, practice, and critique. The minor requires six courses (18 credit hours):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAS 110</td>
<td>Two-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>FAS 120</td>
<td>Drawing I</td>
<td>3</td>
</tr>
<tr>
<td>FAS 130</td>
<td>Three-Dimensional Design</td>
<td>3</td>
</tr>
<tr>
<td>Select three of the following:</td>
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<td>9</td>
</tr>
<tr>
<td>FAS 131</td>
<td>Sculpture I</td>
<td></td>
</tr>
<tr>
<td>FAS 140</td>
<td>Introduction to Still Photography</td>
<td></td>
</tr>
<tr>
<td>FAS 141</td>
<td>Digital Photography</td>
<td></td>
</tr>
<tr>
<td>FAS 142</td>
<td>Travel Photography</td>
<td></td>
</tr>
<tr>
<td>FAS 150</td>
<td>Color</td>
<td></td>
</tr>
<tr>
<td>FAS 160</td>
<td>Printmaking I</td>
<td></td>
</tr>
<tr>
<td>FAS 170</td>
<td>Studio Painting I</td>
<td></td>
</tr>
<tr>
<td>FAS 220</td>
<td>Comics Workshop</td>
<td></td>
</tr>
<tr>
<td>FAS 222</td>
<td>Figure Drawing I</td>
<td></td>
</tr>
<tr>
<td>FAS 260</td>
<td>Printmaking II</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Learning Goal 1
Studio Art students will use visual design terminology in speaking and writing.
Students will:
- **Objective A**: Define the elements and principles of design in visual art through group discussion and critique.
- **Objective B**: Write an artist’s statement, reflective paper or critique using technical terms to communicate ideas using technical terms.

Learning Goal 2
Studio Art students will develop technical skills.
Students will:
- **Objective A**: Utilize hand/eye coordination to render from life realistically
• Objective B: Utilize skills specific to different studio disciplines such as woodworking, printmaking, carving, sculpting or photography to create work in those fields.

Learning Goal 3
Studio Art students will use written and verbal skills to articulate concepts and techniques critically.

Students will:
• Objective A: Explicate the rationale behind their work materially, conceptually and formally in an artist statement
• Objective B: Engage in critical discourse on their work and the work of their peers during group critiques.

Learning Goal 4
Studio Art students will describe developments and trends in art history and contemporary art via artist statement and group critique.

Students will:
• Objective A: Position their work within a contemporary artistic framework and compare their work within larger art historical themes both written and orally.
• Objective B: Evaluate any given piece of art within a contemporary framework and find its fundamental historical significance during group critiques and in written statements or reflection papers.

Learning Goal 5
Studio Art students will experience placing work on public display.

Students will:
• Objective A: Locate galleries or venues appropriate for the display of their work.
• Objective B: Curate and hang their work for exhibition.

History (BA)
Chair: Richard Bailey, PhD

Introduction
Students of history see the past as a fascinating and constantly changing place. They explore the past and develop understanding of the process of change over time by carefully examining evidence relevant to the specific cultures, periods, and geographic regions that excite their interest. History students at Canisius pursue their interests through a wide variety of courses ranging from the ancient to the modern periods, focusing on various geographical regions, and incorporating diverse political, social, economic, cultural, and intellectual themes. They learn that the historian’s craft is multifaceted, incorporating not only knowledge of particular events and people, but also skills in critical thinking and both expository and argumentative writing. By emphasizing those skills, the study of history provides excellent preparation for careers in law, communications, journalism, library science, government service, teaching, and business. For more detailed description of our program, faculty, and academic and co-curricular opportunities please go to the History Department website (https://www.canisius.edu/academics/programs/history/).

Qualifications
Students must maintain a 2.0 overall average to graduate with a degree in history.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Major Experiences
The history department offers a departmental honors program consisting of two advanced seminars: HIS 401 Historical Methodology and HIS 411 Senior Honors Thesis. These courses are designed to develop the research, writing, and analytical skills necessary for graduate and professional school. Students who complete HIS 401 and HIS 411 with a 3.25 average, and a 3.00 average in all their history courses, graduate with honors in history. The History Honors Program is appropriate for students majoring in history as well as Social Studies Education. It is compatible with the All-College Honors Program as well as the Core Curriculum. History majors also pursue a variety of off-campus experiences. Canisius offers study abroad programs in Europe, Asia, Latin America, and Australia; any of these programs can be combined with the history major. The department offers a variety of opportunities for academic travel. In recent years students and faculty members have combined travel with study of the Holocaust, the American Civil Rights Movement, and Native American History. History students also undertake internships which offer the opportunity to explore opportunities outside academia, particularly in the exciting field of public history. A variety of extracurricular and co-curricular activities are organized by the History Club. Qualified students are invited to join Phi Alpha Theta, the national honors society in history.

Additional Course Considerations
Students majoring in history are strongly encouraged to study either an ancient or modern foreign language. Foreign language study is essential for those who plan to study history at the graduate level; at the undergraduate level, it plays a vital role in achieving the Core goal of global awareness as well as the history program’s objective of developing historical knowledge which is characterized by geographical and cultural breadth.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

History is multifaceted; its students find connections with nearly every other discipline. Our students pursue dual majors in a wide variety of fields including business, communications, English, European studies, international relations, mathematics, modern languages, philosophy, political science,
psychology, and urban studies. History majors also pursue pre-law and pre-medical programs.

History majors interested in teaching at the secondary level often pursue a dual major in history and Adolescent Education/Social Studies. Those interested in this option should consult with faculty members in both departments to coordinate the dual major. Alternatively, history majors may enter the teaching profession by pursuing a master’s in education. Those interested in this “five year plan” should consult with their advisor in the department.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).

Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

The History major consists of twelve three-credit courses for a total of 36 credits. At least one course must be from the period before 1800. A maximum of four 100-level courses, including transfer and AP courses, can be applied to the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 299</td>
<td>Historian’s Craft</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>American History: two courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>One course must be at the 300-level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>European History: two courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>One course must be at the 300-level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Africa/Asia/Latin American History: two courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>One course must be at the 300-level</td>
<td></td>
</tr>
<tr>
<td>Senior Seminar</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Major elective: 1 history course at the 300 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Major electives (3 courses)</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Total Credits 36

Courses at the 100 and 200 level assume no prior college-level study. They are introductory courses for the major, and satisfy Field 4 requirements in the Core Curriculum. 100-level courses are broad surveys which furnish students with a general knowledge of the history and traditions of various regions and periods. 200-level courses are somewhat more specific in approach, focusing on individual nations outside the United States, specific populations, or particular themes. Both 100- and 200-level courses provide the student with an intellectual and chronological framework for further historical study and for work in other disciplines. Courses at the 300 and 400 level deal with a wide variety of specialized areas of historical inquiry. Some courses focus on major national or geographic areas, while others emphasize period, topical, thematic, or methodological approaches. These upper-level courses provide students with an opportunity for further development of their historical understanding as well as their skills in writing and critical thinking. They are appropriate for history majors and minors and for non-majors who have completed the Field 4 requirement and wish to continue their study of history at a more advanced level.

Roadmap

<table>
<thead>
<tr>
<th>Learning Goals &amp; Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Goal 1</td>
</tr>
<tr>
<td>Majors will develop skills in historical writing.</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• Objective A: Compose a chronological narrative;</td>
</tr>
<tr>
<td>• Objective B: Construct a thesis, and support it with historical evidence;</td>
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<tr>
<td>• Objective C: Evaluate historical evidence in a variety of primary and secondary sources;</td>
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<tr>
<td>• Objective D: the ability to use citation practices appropriate to the historical profession to document evidence found in a variety of sources.</td>
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</table>

<table>
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<tr>
<th>Student Learning Goal 2</th>
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</thead>
<tbody>
<tr>
<td>Majors will learn to think historically.</td>
</tr>
<tr>
<td>Students will:</td>
</tr>
<tr>
<td>• Objective A: Assess the significance of events, ideas, or artifacts in their historical context;</td>
</tr>
<tr>
<td>• Objective B: Distinguish cause and effect and recognize multiple causalities in history;</td>
</tr>
<tr>
<td>• Objective C: Recognize and evaluate different historical interpretations.</td>
</tr>
</tbody>
</table>

Minor

The history minor complements majors in other academic departments by providing students with exposure to the study of history that is both
comprehensive and intensive. The minor is appropriate for any student who enjoys and wants to pursue an interest in history. Students in related disciplines such as Business, English, Communications, Modern Languages, Psychology, Political Science, Philosophy, and Religious Studies, as well as students interested in law, may be especially interested in the history minor.

The history minor consists of seven three-credit courses:

- Two or three 100-level courses
- Four or five courses above the 100-level.

The seven courses must include:

- At least one course focusing on the period before 1800
- At least one course in American history
- At least one course in European history
- At least one course in the history of Africa, Asia, or Latin America

With the permission of the department chair, transfer students and students with an exceptional secondary background in history may be allowed to substitute upper-level courses for the 100-level requirement.

Courses

In addition to the following history classes, many classics courses (p. 128) may be used to fulfill requirements of the history major or minor.

**HIS 106 The Medieval World**

3 Credits

The development of a distinctive European civilization between 500 and 1500. Emphasis on Europe’s contacts and conflicts with the ‘competing’ cultures of Byzantium and Islam. This course may be used for the American history or pre-1800 period requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: occasionally.

**HIS 107 History of Modern Europe to 1815**

3 Credits

The major political, economic, social and intellectual currents in Western Civilization from 1500 to 1815. This course may be used for the European history or pre-1800 period requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: fall and/or spring.

**HIS 108 History of Modern Europe since 1815**

3 Credits

The major political, economic, social and intellectual currents in Western Civilization from 1815 to the present. This course may be used for the European history requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: fall and/or spring.

**HIS 109 History of Asia to 1800**

3 Credits

Comparative study of civilizations, cultures, religions and institutions of the Far East, and South Asia. This course may be used for the African/Asian/Latin American history or pre-1800 period requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: fall.

**HIS 110 History of Asia Since 1800**

3 Credits

The various independence and revolutionary movements and their evolution into the modern nation-states of Asia. This course may be used for the African/Asian/Latin American history requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: spring.

**HIS 123 History of the United States: The Colonial Period to Reconstruction**

3 Credits

Introduction to major themes of American history through the Civil War including: the Columbian Exchange and colonization, American Revolution, paradox of freedom and slavery, emergence of a market economy, secession and Reconstruction. This course may be used for the American history or pre-1800 period requirement for the history major or minor.

Fulfills College Core: Diversity, Field 4 (History)

Offered: fall and/or spring.

**HIS 124 History of the United States: 1877 to the Present**

3 Credits

Industrialization and urbanization of the United States with the accompanying social, economic and political problems; America’s emergence as a major power in world affairs. This course may be used for the American history requirement for the history major or minor.

Restriction: Not open to students taking or who have received credit for HIS 126.

Fulfills College Core: Diversity, Field 4 (History)

Offered: fall and/or spring.

**HIS 126 America’s Story II: The Later Years**

3 Credits

The American Story is a course in American history that covers the late 19th century into the late 20th century as the U.S. evolved into a major industrial and international power. This course satisfies the oral communication attribute. This course may be used for the American history requirement for the history major or minor.

Restriction: Not open to students taking or who have received credit for HIS 124.

Fulfills College Core: Diversity, Field 4 (History), Oral Communication

Offered: fall and/or spring.

**HIS 131 Latin American History to 1830**

3 Credits

Pre-Columbian Indian civilizations. Conquest and colonization. Economy, society, and the Church. Eighteenth century reforms and independence. This course may be used for the African/Asian/Latin American history or pre-1800 period requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: fall.

**HIS 132 Latin American History since 1830**

3 Credits

Overview of economy and society. Upeheals and revolutions in Argentina, Brazil, Colombia, Cuba, Chile and Mexico. This course may be used for the African/Asian/Latin American history requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Global Awareness

Offered: spring.

**HIS 201 United States Military History**

3 Credits

The course encompasses traditional U.S. military history; strategy, battles, technology. However, it also focuses on sociopolitical and justice issues of the U.S. armed forces. This course may be used for the American history requirement for the history major or minor.

Fulfills College Core: Field 4 (History), Justice

Offered: occasionally.

**HIS 203 Castles, Bones and Battleaxes: Material Culture of the Medieval World**

3 Credits

The class examines current trends in the study of medieval material culture and explores ways in which it can be shown to the public to illustrate the rich tapestry of the medieval world. This course may be used for the European history or pre-1800 period requirement for the history major or minor.

Fulfills College Core: Field 4 (History)

Offered: occasionally.
HIS 204 Soccer in Global History 3 Credits
This course examines the history of soccer in its global perspective. Students will explore the game from its ancient origins, to its popularity as an upper-class game played in British boarding schools, to its global diffusion with the spread of empire, to the recent discussions about gender equality in the game. Topics to be addressed include imperialism and globalization, nationalism and identity politics, hooliganism and racism, corruption in the sport’s governing bodies, and football diplomacy in international relations. As a global history of the sport, students will engage with materials from wherever the game is played, from Argentina to Zimbabwe.
Fulfills College Core: Field 4 (History)
Offered: occasionally.

HIS 206 History of the Crusades 3 Credits
In this class, we will explore the history of the crusades, with a primary focus on the years 1095 to 1291. What was the motivation for a movement that displaced millions of people throughout the medieval Mediterranean world? How did the establishment of the crusader states impact the evolving relationship between Christians, Jews and Muslims? Who were the figures that determined the course of the movement, and is the image of the crusades in modern thought justified? Through analysis of written material from the period, this course will examine the cultural, economic, religious and political consequences of the crusading movement. Students will explore the precedents for the crusading movement, its origin, and its implications for our modern world.
Corequisite: none.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 211 Women In The Western World 3 Credits
Comparative history of women in Europe, Britain and America from Renaissance to present. Deals with the changing role of women in society, politics and the economy and on the development of feminism as an intellectual and political force. This course may be used for the European or American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 212 Power, Politics, and the People: Nineteenth Century Europe 3 Credits
Major political, economic, social and intellectual currents in Europe from the end of the French Revolution to 1815. Emphasis on the impact of industrialization and on the emergence of modern political systems and ideas including liberalism, socialism, democracy, and nationalism. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 213 Twentieth Century Europe 3 Credits
Major political, economic, social and intellectual currents in Europe since 1900. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: fall and/or spring.

HIS 220 The History of Food 3 Credits
Explores the evolving role of food in western societies from the middle ages to the present. Topics will include the medieval fascination with spices, Europe’s adoption of ‘New World’ foods like potatoes and tomatoes, the role of food shortages and rationing in wartime, and the recent emergence of a diverse international ‘foodie’ culture. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 223 American History from Jamestown to Yorktown: Making the United States 3 Credits
Examines the political, economic, social and cultural developments from medieval origins through invasion, conquest, colonization and finally independence from Great Britain. Special emphasis on the development of Irish nationalism and on the emergence of Eire as a modern European state. This course may be used for the European history or pre-1800 period requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 224 The Violent Century in Films 3 Credits
The major events of the 20th century, including World Wars I and II, the Russian Revolution, the Great Depression, the rise of Fascism and the Vietnam War. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 225 The Holocaust in Historical Perspective 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 226 History of Ireland 3 Credits
Examines political, social and cultural developments from medieval origins through invasion, conquest, colonization and finally independence from Great Britain. Special emphasis on the development of Irish nationalism and on the emergence of Eire as a modern European state. This course may be used for the European history or pre-1800 period requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 227 The History of Food 3 Credits
Explores the evolving role of food in western societies from the middle ages to the present. Topics will include the medieval fascination with spices, Europe’s adoption of ‘New World’ foods like potatoes and tomatoes, the role of food shortages and rationing in wartime, and the recent emergence of a diverse international ‘foodie’ culture. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 228 The Violent Century in Films 3 Credits
The major events of the 20th century, including World Wars I and II, the Russian Revolution, the Great Depression, the rise of Fascism and the Vietnam War. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 230 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 232 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 233 The Violent Century in Films 3 Credits
The major events of the 20th century, including World Wars I and II, the Russian Revolution, the Great Depression, the rise of Fascism and the Vietnam War. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 234 The Holocaust in Historical Perspective 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 235 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 236 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 237 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 238 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.

HIS 239 From Jamestown to Yorktown: Making the United States 3 Credits
A historical survey of the Holocaust that places Nazi Germany’s campaign to exterminate European Jewry during World War II (1939–45) in a broader historical context by tracing the history of anti-Semitism from its origins in late antiquity to the emergence of racial anti-Semitism in the nineteenth and twentieth centuries. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 4 (History)
Offered: fall and/or spring.
HIS 255 African American History 3 Credits
This is an introductory course on African American history which receives credit for Area Studies IV and International & Cultural Diversity within the college's Core Curriculum. In largely chronological fashion, it covers a wide variety of topics, including the motherland of Africa, enslavement in British North America, emancipation, Jim Crow, and the varying strategies to achieve justice and equality, including black nationalism, Pan-Africanism, and the civil rights movement. Besides influential African Americans, attention is paid to cultural expression, the world of work, family structure, coping mechanisms, and political gains. The course's focus is less on how whites controlled African Americans than on black life, struggles, and creativity.
Fulfills College Core: Diversity, Field 4 (History)
Offered: occasionally.

HIS 260 Canada and the World 3 Credits
A survey of Canada's place in world history from the colonial period to the present. Among the topics examined are Native-Canadians, the British-French rivalry for North America, Canada's emergence as a nation within the British Empire, Canada-U.S. relations and the modern multicultural Canadian state. This course may be used for the American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: occasionally.

HIS 263 Wars of Latin America 3 Credits
Wars of independence and major conflicts of the nineteenth century. Military history of Mexican, Cuban and Nicaraguan revolutions, Border clashes and guerilla insurgencies of the twentieth century, Argentina's war with England. This course may be used for the African/Asian/Latin American history requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: every other year.

HIS 280 The Making of Modern Africa 3 Credits
Development of modern Africa from the diverse societies of pre-colonial Africa through the impact of imperialism to an examination of the problems facing modern African states. This course may be used for the African/Asian/Latin American history or pre-1800 period requirement for the history major or minor.
Fulfills College Core: Field 4 (History), Global Awareness
Offered: every other year.

HIS 299 Historian's Craft 3 Credits
These courses are designed to introduce students systematically to the analysis of historical texts, the standards of historical writing, and the methods of historical research while exploring specific topics of historical interest. Topics vary each semester; a course in this category will be offered each year. Recent topics have included the Civil Rights Movement Revisited, The History of Everyday Life, and Stalinism and Nazism.
Fulfills College Core: Advanced Writing-Intensive
Offered: fall and/or spring.

HIS 300 Historical Geography 3 Credits
Examines the interaction between the historical process and human, physical and cultural geography. Required for dual major in history and social studies education. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor.
Offered: every third semester.

HIS 301 Life and Theology in Colonial Atlantic 3 Credits
Investigates the story of the colonial Atlantic world through the life and experiences of one of America's founding fathers, such as the philosopher and theologian Jonathan Edwards, focusing on the early modern European context of which most colonists were heirs, the founding of the New England colonies in the 17th century. This course may be used for the American history or pre-1800 period requirement for the history major or minor.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

HIS 306 American Religious Experience 3 Credits
Overview of major thoughts, movements and personalities of American Religious History from colonial era to the present. Catholicism used as a model, focusing on themes of immigration and Americanization as central to understanding religious landscape of the U.S. This course may be used for the American history requirement for the history major or minor.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

HIS 309 World War I 3 Credits
A study of the origins, conduct and aftermath of the Great War from a global perspective. Emphasis on the diplomatic, social and military aspects of the War. This course may be used for the European history requirement for the history major or minor.
Offered: occasionally.

HIS 321 Russian History and Culture from Ivan the Terrible to Vladimir Putin 3 Credits
This faculty-led seminar in Moscow and St. Petersburg will focus on Russian and Soviet history from the Muscovite period of the 1300s to the Putin era of today. In preparation, students will complete a series of readings giving a broad overview of Russian history and culture. During the trip, they will read brief texts for daily discussions on visits to historic landmarks, museums, cultural sites, and lectures from Russian scholars. Each evening students will gather in a group to discuss their impressions, the readings, and broader questions relating to the experiences of the day. Please contact the instructor ASAP about the fees associated with this course.
Offered: occasionally.

HIS 331 British Monarchy 3 Credits
The history of Britain's monarchy from the end of the middle ages to the present. Emphasis on the transformation of the monarchy from the center of government in the sixteenth and seventeenth centuries to a largely symbolic, even vestigial constitutional mechanism in the twentieth-first. This course may be used for the European history or pre-1800 period requirement for the history major or minor.
Fulfills College Core: Oral Communication
Offered: occasionally.

HIS 335 A United Kingdom? From Britons to Brexit 3 Credits
Examines the social, cultural, and political history of Britain from the creation of the United Kingdom in 1801 to the UK's controversial departure from the European Union. Themes will include the evolution of a "British" identity, the influence of social, economic and ethnic divisions within Britain, and evolving debates about Britain's place in world affairs.
Offered: occasionally.
HIS 339 Nazi Germany, World War II and the Holocaust, 1933-45  3 Credits
An intensive study of the Third Reich from Hitler's appointment as chancellor in 1933 to the defeat of Nazi Germany in 1945. Course will focus on the political, diplomatic and military history of the Third Reich with special attention on the mass murder of European Jewry. This course may be used for the European history requirement for the history major or minor. Offered: every other year.

HIS 342 The Global Cold War  3 Credits
In 1946 Winston Churchill proclaimed that an 'Iron Curtain' had fallen across Europe, dividing the world into two hostile camps—the 'freedom loving West,' and the 'Totalitarian East.' This course examines the history of the Cold War from the Soviet-dominated side of the Iron Curtain, focusing on events such as the arms race, the Cuban Missile Crisis, and the war in Afghanistan. This course may be used for the European or African/Asian/Latin American history requirement for the history major or minor. Offered: occasionally.

HIS 345 Russia and the Soviet Union in the Twentieth Century  3 Credits
This course examines the social, political, and cultural history of Russia and the Soviet Union in the twentieth century. Special emphasis will be placed on the causes and consequences of the 1917 revolutions, the development of Stalinism, the Cold War, and late Soviet society. Students will also explore the fall of Communism, the rise of the "mafia state" in the 1990s, and contemporary Russia under Vladimir Putin. Offered: every other year.

HIS 346 The Age of European Fascism, 1919-1945  3 Credits
A comparative analysis of fascist movements and regimes in Europe between the two world wars with particular attention devoted to fascist Italy and Nazi Germany. This course may be used for the European history requirement for the history major or minor. Offered: every other year.

HIS 347 The History of Marxism  3 Credits
History of Marxism as an intellectual tradition, with emphasis on writings of Marx and Lenin, from the nineteenth to the twentieth century. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Field 2 (Philosophy), Justice
Offered: every other year.

HIS 348 Twentieth Century Marxism  3 Credits
Examines the history of Marxist thought from the beginning of the 20th century to the collapse of the Communist regimes in central and eastern Europe in the turmoil of the early 1990s. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Ethics, Field 2 (Philosophy)
Offered: every other year.

HIS 356 Modern China  3 Credits
Examines the evolution of Chinese society from the imperial era, through the world wars, the Communist Revolution and the re-emergence of China as a major economic and political power. This course may be used for the African/Asian/Latin American history requirement for the history major or minor.
Offered: occasionally.

HIS 358 Traditional Japan  3 Credits
This course examines the roots of Japanese history and culture from ancient times. Among the topics studied are early Japanese religion and society, the court culture of the Heian era, Japanese feudalism and the transition to the modern world in the Tokugawa period. Development of modern Japan from Restoration of 1868 to the present. This course may be used for the African/Asian/Latin American history or pre-1800 period requirement for the history major or minor. Offered: occasionally.

HIS 365 U.S.-Latin American Relations since 1898  3 Credits
U.S. occupations in the Caribbean and Central America. The Mexican Revolution. The CIA operations in Guatemala and Cuba. The Cold War in Latin America. The Nicaraguan Revolution and turmoil in Mexico. This course may be used for the American or African Asian Latin American history requirement for the history major or minor.

HIS 382 New York State History  3 Credits
This course explores the history of New York State from its colonial origins through the twentieth century in the context of major themes in American history. Special attention paid to slavery, ante-bellum reform movements, New York City, progressivism, immigration. This course may be used for the American history requirement for the history major or minor. Offered: every other year.

HIS 386 The Civil War Era  3 Credits
Covers the events leading up to the War, including abolitionism and Bleeding Kansas. There will also be an in-depth examination of the military strategies and tactics of the War as well as the process of modernization that War engendered. The course will conclude with an analysis of the successes and failures of Reconstruction. This course may be used for the American history requirement for the history major or minor. Offered: every other year.

HIS 387 Representations of the Holocaust in Film, Literature, Art and Music  3 Credits
For many historians, the defining moment of the twentieth century is the Holocaust -- the systematic and deliberate extermination of an estimated ten to twelve million people, of whom six millions were Jews. This course explores representations of the holocaust in literature and film since the end of World War II. This course may be used for the European history requirement for the history major or minor.
Fulfills College Core: Ethics, Field 3 (Literature and the Arts)
Offered: every other year.

HIS 394 Modern Middle East  3 Credits
History of Middle East from the last days of the Ottoman Empire through mandate system established by Versailles Peace Conference to struggle for independence during and after World War II. This course may be used for the African/Asian Latin American history requirement for the history major or minor. Offered: every other year.
HIS 395 History of American Women  3 Credits
As the nation commemorates the centennial of the passage of the 19th amendment, this course explores the historical experiences of women in the United States from its founding to the present. Shaped by institutions including family, work, law, politics, and religion, American women have played an active role in all of the significant events that delineate the American past such as industrialization, the Civil War, World War II, and the Civil Rights Revolution of the 1960s. They have made their voices heard and have left a legacy in physical artifacts. Drawing from that literature -- memoir, autobiography, political tracts, letters, and fiction -- and with an eye to the domestic spaces that informed much of women's lives in the past, this course will delve into the rich diversity of American women's history.
Offered: occasionally.

HIS 396 Politics and Society in American Film  3 Credits
This course explores the history of film, the quintessentially democratic art, in the United States with special attention to the origins of the moving pictures, Hollywood and its Golden Age, and the assault against the movies by the House Un-American Activities Committee. This course may be used for the American history requirement for the history major or minor.
Offered: occasionally.

HIS 401 Historical Methodology  3 Credits
Methods of historical research and criticism, including consideration of basic bibliographical and reference works, note-taking, and evaluation of sources. Research paper required.
Prerequisite: HIS 299
Restriction: history honors students and others with permission of chair.
Offered: spring.

HIS 405 History Seminar: US National Security  3 Credits
US foreign relations, military history and intelligence.
Prerequisites: HIS 299 or HIS 401
Offered: occasionally.

HIS 406 History Seminar: Soccer in Global History  3 Credits
History of soccer in a global perspective.
Prerequisites: HIS 299 or HIS 401
Offered: occasionally.

HIS 407 History Seminar: Nazi Germany and the Jim Crow South  3 Credits
This seminar will explore the similarities and differences in racial theory and practice as it developed in Germany and the United States in the late nineteenth and twentieth centuries. Using the tools of the historian and with attention to the specifics of time and place, we will analyze how racism in Nazi Germany and the Jim Crow South challenged each nation. How racial politics and the use of mass media, the economy, and terror evolved in each historical context provides the central question. The responses to persecution both at home and abroad -- sometimes from the same voices -- provide a strong counterpoint to the racial violence that plagued the two societies.
Prerequisite: HIS 299 or HIS 401.
Offered: occasionally.

HIS 408 History Seminar: Social Movements through Song  3 Credits
Social Movements in US history as represented through music.
Offered: occasionally.

HIS 409 History Seminar: Race in Early America  3 Credits
The issue of race in America from the early explorations to the 19th century.
Offered: occasionally.

HIS 410 Revolution and Violence in Russian History  3 Credits
This course examines key moments in Russian and Soviet history in the nineteenth and twentieth centuries. Students will be exposed to the major historical debates surrounding the Russian revolutionary movement, anti-Semitic violence, the Russian Civil War, Collectivization, the Stalinist Terror and Gulag, WWII, issues pertaining to the Cold War, and other major events. The course will be centered around discussions of articles and books chosen to provide differing viewpoints on the topics listed above. Open to juniors and seniors only.
Offered: occasionally.

HIS 411 History Honors Thesis  3 Credits
Research and writing of a thesis to satisfy requirements for graduation with Honors in History.
Prerequisite: permission of the instructor and/or the chair.
Fulfills College Core: Advanced Writing-Intensive
Offered: fall.

HIS 414 Black Lives Matter  3 Credits
Ever since Africans were brought to North America in chains, they have protested their enslavement and, once freed 250 years later, protested racial oppression in order to claim their identity as unique, equal, and empowered members of American society. This new Core Capstone course will consider the plight of African Americans in different historical periods, two seemingly antithetical objectives of black protest (assimilation and nationalism), and different methods to improve their lot. Behind leaders, such as Henry Highland Garnet, Frederick Douglass, Ida B. Wells, W.E.B. Du Bois, Marcus Garvey, Jo Ann Gibson Robinson, Martin Luther King, Jr., James Farmer, Malcolm X, and Alicia Garza, African Americans have pressed for fundamental human rights. Their methods of protest have included petitions, speeches, conventions, editorials, boycotts, marches, demonstrations, riots, lobbying, and social media. Throughout the course, we will consider the actions of the Black Lives Matter movement that emerged in the wake of Trayvon Martin’s killing by a self-appointed vigilante.
Fulfills College Core: Core Capstone
Offered: Occasional.

HIS 420 Food in Time and Place: Culture, Society, Power, and Politics  3 Credits
Topics will include the influence of the “Columbian Exchange,” the effects of industrialization, the impact of famine and food shortages, the development of nutritional science and dietary reform movements, and the recent emergence of both global and locavore “foodies cultures.” By investigating how food supplies, food policies, and even individual diets have changed over time, we will examine relationships of power and class, the impact of trade and technology, and the process of economic and cultural globalization. The course will focus primarily on developments in Europe and the Americas, but discussion of trade and globalization will lead us to consider non-western traditions as well. As an upper-level seminar, this course is designed to introduce students to literature in the growing field of food history, and also to the nature of historical research. Consequently, Students will explore the topic through a variety of primary and secondary readings as well as images and (sometimes edible) artifacts, and will engage in their own research projects. Seminars normally open to seniors and juniors.
Prerequisite: HIS 299.
Offered: occasionally.
HIS 421 Nature and the Arts of Angling, Restoration, and Contemplation  
3 Credits
As an exercise in the genre of cultural history, this course is an introduction to the history, literary and cultural significance, and practice of fly fishing in America, as well as around the world. Students will also examine the religious themes and the ‘spiritualization’ often attached to fly fishing, which have been expressed in some of the most loved writings in the English language. This course may be used for the American history requirement for the history major or minor.
Fulfills College Core: Core Capstone
Offered: once a year.

HIS 440 History Seminar: 20th century Genocide and Human Rights  
3 Credits
Focuses on world genocides in the 20th century.
Prerequisites: HIS 299 or HIS 401
Offered: occasionally.

HIS 450 America and the Holocaust  
3 Credits
Explores the response of the United States to the Holocaust, the systematic extermination of an estimated ten to twelve million people, of whom six million were Jews, during World War II. It examines the implications of the American response to the Holocaust for the inequities and prejudices that remained at the core of American life in the mid-twentieth century. This course may be used for the American history requirement for the history major or minor.
Fulfills College Core: Core Capstone
Offered: occasionally.

HIS 460 The Life and Times of Theodore Roosevelt  
3 Credits
Arguably, Theodore Roosevelt ranks among the most widely quoted American presidents. His daughter Alice once remarked: “My father always wanted to be the corpse at every funeral, the bride at every wedding and the baby at every christening.” This capstone will evaluate the trials and tribulations that TR faced during four decades of public service and his legacy to the modern world. As Roosevelt famously said in 1910 “It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena … who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.” This course may be used for the American history requirement for the history major or minor.
Fulfills College Core: Core Capstone
Offered: once a year.

HIS 470 American Women in History and Literature  
3 Credits
From devilish corsets to the Devil wearing Prada, from separate spheres to glass ceilings, and from Settlement House Cookbooks to Julia Child, American women have had myriad experiences over the past centuries. This course will explore women’s lives from various perspectives using the rich literature written by women of various backgrounds. Sources include fiction and non-fiction and include memoir, autobiography, political speeches, novels, short stories, and musical lyrics. Much of the literature reflects on how women have defined and redefined themselves as citizens and as individuals. This course may be used for the American history requirement for the history major or minor.
Fulfills College Core: Core Capstone
Offered: occasionally.

HIS 487 Representations of the Holocaust in Film, Literature, Art and Music  
3 Credits
For many historians, the defining moment of the twentieth century is the Holocaust -- the systematic and deliberate extermination of an estimated ten to twelve million people, of whom six millions were Jews. This course explores representations of the holocaust in literature and film since the end of World War II. This course may be used for the European history requirement for the history major or minor. Students cannot take this course if they have taken HIS 387.
Fulfills College Core: Core Capstone

HIS 498 Internship  
3 Credits
Internships may be arranged with a variety of organizations including the Theodore Roosevelt Inaugural Site Foundation, the Buffalo and Erie County Historical Society, and the Coloured Musicians Club museum. Internships require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

HIS 499 Independent Study  
3 Credits
Offers the opportunity to conduct a program of independent readings and/or research on a topic of the student’s choice under the supervision of a member of the History Department. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

The Dual Degree Program (http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-and-msed-swd/#curriculumtext) offers a BA in History as well as a MSEd in Adolescence 7-12 Teaching Students with Disabilities Generalist. This dual degree program leads to Initial Adolescence Certification in History as well as Initial Certification in Adolescence 7-12 SWD Generalist. Since it leads to two teaching certificates, candidates must meet the content requirements for both over the course of their curriculum. In most cases, the content area major covers those requirements. In some instances New York State has additional requirements. Please note, this dual degree program can be completed in as little as 5 years if one summer is included.

Curriculum Requirements
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
History (BA)
The History major consists of twelve three-credit courses for a total of 36 credits. At least one course must be from the period before 1800. A
maximum of four 100-level courses, including transfer and AP courses, can be applied to the major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HIS 299</td>
<td>Historian's Craft</td>
<td>3</td>
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<tr>
<td></td>
<td>American History: two courses</td>
<td>6</td>
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<tr>
<td></td>
<td>European History: two courses</td>
<td>6</td>
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<tr>
<td></td>
<td>Africal/Asia/Latin American History: two courses</td>
<td>6</td>
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<tr>
<td></td>
<td>Senior Seminar</td>
<td>3</td>
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<tr>
<td></td>
<td>Major elective: 1 history course at the 300 level</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Major electives (3 courses)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>36</td>
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</tbody>
</table>

Courses at the 100 and 200 level assume no prior college-level study. They are introductory courses for the major, and satisfy Field 4 requirements in the Core Curriculum. 100-level courses are broad surveys which furnish students with a general knowledge of the history and traditions of various regions and periods. 200-level courses are somewhat more specific in approach, focusing on individual nations outside the United States, specific populations, or particular themes. Both 100- and 200-level courses provide the student with an intellectual and chronological framework for further historical study and for work in other disciplines. Courses at the 300 and 400 level deal with a wide variety of specialized areas of historical inquiry. Some courses focus on major national or geographic areas, while others emphasize period, topical, thematic, or methodological approaches. These upper-level courses provide students with an opportunity for further development of their historical understanding as well as their skills in writing and critical thinking. They are appropriate for history majors and minors and for non-majors who have completed the Field 4 requirement and wish to continue their study of history at a more advanced level.

Adolescence Education 7-12, Teaching Students with Disabilities Generalist (MSEd)

The education curriculum is provided below for the MSEd portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td>3</td>
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<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Please select one of the following:</td>
<td>3</td>
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<tr>
<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence</td>
<td></td>
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<tr>
<td>or EDS 402</td>
<td>Methods of Teaching English: Adolescence</td>
<td></td>
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<tr>
<td>or EDS 403</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
<td></td>
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<tr>
<td>or EDS 405</td>
<td>Methods of Teaching Science: Adolescence</td>
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<tr>
<td>SPE 640</td>
<td>Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPE 652</td>
<td>Functional Curriculum for Students with Severe Disabilities and ASD</td>
<td>3</td>
</tr>
</tbody>
</table>

Roadmap

**Freshman**

**Fall**

1-2 History Courses

EDS 101

**Spring**

1-2 History Courses

GEO 325

Culture Course (i.e. SOC 111)

**Sophomore**

**Fall**

EDS 223

**Spring**

SPE 341

**Junior**

**Fall**

1-2 History Courses

SPE 311

**Spring**

EDS 360

**Senior**

**Fall**

1-2 History Courses

EDU 356

**Spring**

Senior History Seminar

Fifth Year

**Fall**

SPE 580

**Spring**

EDU 595

SPE 640

**Spring**

EDU 596

SPE 644

**Spring**

EDU 597

SPE 693

SPE 697

Humanities (AA or BA)

The Humanities major includes those branches of learning that are concerned with human thought and experience in history, language and
literature, philosophy, religious studies, fine arts and music. Its goal is to lead
the student to appreciate those aspects of his or her own culture, as well as
their relationship to the cultures of other times and places. Although the
humanities major is not oriented toward a particular career, its emphasis on
critical understanding and disciplined reflection prepares a student for later
training in many fields of employment including law, government, journalism,
teaching and human services.

Qualifications
Students must maintain an overall 2.0 cumulative average to graduate with a
degree from Canisius.

Advisement
All students should have an advisor in the major and should contact the
department directly to have an advisor assigned if they do not already
have one. Meetings with academic advisors are required prior to students
receiving their PIN for course registration each semester. All majors
should work closely with their advisor in discussing career expectations,
choosing their major electives, developing their entire academic program
and planning their co-curricular or supplemental academic experiences.

Students interested in pursuing this degree at either the Associate- or
Bachelor-level should contact an Associate Dean in the College of Arts and
Sciences.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core
Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as
“general education” requirements. We believe that the core curriculum
and the honors curriculum are more than a series of required classes; they
provide the basis for a Jesuit education both with content and with required
knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less
than 120 credit hours. Free electives are courses in addition to the Canisius
Core Curriculum or All-College Honors Curriculum and major requirements
sufficient to reach the minimum number of credits required for graduation.
The number of credits required to complete a bachelor’s degree may vary
depending on the student’s major(s) and minor(s).

Major Requirements
The associate of arts degree in humanities program requires the completion
of 60 credit hours of coursework. The program has two basic purposes:

1. It offers an immediate goal for students seeking a general introduction
to the humanities (history, languages, literature, philosophy, religious
studies, fine arts and music).
2. It provides a basic foundation for those who wish to go on for a
bachelor’s degree.

The program contains a second track designed for the prospective business
major. Students who plan baccalaureate studies in the future are encouraged
to choose the track that fits their individual goals. If a student remains at
Canisius College, all of the coursework in the associate degree program is
transferable and applicable to the bachelor’s program.

Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Select one of the following tracks (6 courses):</td>
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<tr>
<td></td>
<td>Humanities Track:</td>
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<tr>
<td></td>
<td>English: two 200 level courses</td>
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<tr>
<td></td>
<td>Religious Studies: two courses</td>
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<tr>
<td></td>
<td>Humanities: two courses, to be selected from Fine Arts, English, History, Modern Language, Music, Religious Studies, or Philosophy</td>
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<tr>
<td></td>
<td>300 level</td>
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<td></td>
<td>Business Track:</td>
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<td></td>
<td>Art and Literature: two courses</td>
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<tr>
<td></td>
<td>Religious Studies: two courses</td>
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<tr>
<td></td>
<td>Business Electives: two courses</td>
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</tr>
</tbody>
</table>

Other Associate’s Degree Regulations
The basic residency requirements for AA degrees is 30 credit hours, at least
15 of which must be completed in traditional classroom situations. No more
than 30 credits may be transferred from another institution. Not all courses
at other institutions are applicable to the associate degree, and transfer
students are required to have a transfer evaluation completed by the college
registrar.

For more information contact the Associate Dean in the College of Arts and
Sciences.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core
Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as
“general education” requirements. We believe that the core curriculum
and the honors curriculum are more than a series of required classes; they
provide the basis for a Jesuit education both with content and with required
knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less
than 120 credit hours. Free electives are courses in addition to the Canisius
Core Curriculum or All-College Honors Curriculum and major requirements
sufficient to reach the minimum number of credits required for graduation.
The number of credits required to complete a bachelor’s degree may vary
depending on the student’s major(s) and minor(s).

Major Requirements
The BA Humanities degree allows students to self-design a program of
study or to complete their Bachelor’s degree outside the normal guidelines
of more traditional majors. Students may choose this major as means of
completing their degree, especially for those returning to college years
after they first enrolled.

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>English: two 200 level courses plus two 300 - 400 level courses in a major literary genre</td>
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<td></td>
<td>History: two 300/400-level courses</td>
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<tr>
<td></td>
<td>Philosophy: four 200/400-level courses</td>
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<tr>
<td></td>
<td>Religious Studies: two 300/400-level courses</td>
<td></td>
</tr>
</tbody>
</table>
Modern Language: two courses in Modern Language or Literature in Translation and/or Civilization

Humanities: two courses to be selected from Fine Arts, History, Music, Religious Studies, Philosophy 300 level

Concentration: Three additional 300/400-level courses in one of the following departments: Fine Arts, English, History, Modern Language, Religious Studies, Philosophy

Integrated Marketing Communication (BS)

Program Directors: John S. Dahlberg, PhD and Gregory R. Wood, PhD

Introduction

The Marketing & Information Systems and Communication Studies departments have pooled their energies and experience to develop the Bachelor of Science degree in Integrated Marketing Communication. This interdisciplinary program will provide students with the skills and knowledge that are requisite to the success of every for profit and not for profit company and corporation: an integrated approach to marketing communication. It gives students a blend of coursework in advertising; communication; consumer behavior; marketing; media (including traditional ATL, BTL and digital and social); promotions; public relations; social and digital media and marketing; research and sales. It will prepare graduates for careers in advertising, marketing, media (both traditional and online media), promotions, public relations, sales and a range of opportunities in reputation and community management (in social networks such as Facebook, Twitter, Instagram, Tumblr and more). It will prepare some for the application of these skills and tactics, while it prepares others for the strategic management of these functions. The corporate world sees these skills as overlapping and integrated. We have long advocated that it is proper to pedagogically deliver them in that way.

The value of this program comes in a relatively rare and novel approach to removing, heretofore, artificial barriers between schools of marketing and communication. All of the faculty, who will be involved, understand the interrelated nature of these various disciplines. Among the faculty who will teach in this program are individuals with considerable applied/practitioner experience in marketing communication. They understand the importance of collaboration between marketing professionals, consumer research specialists, communication professionals, media experts, creative consultants and more. This is the common experience of those in the industry. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Communications Studies website (https://www.canisius.edu/academics/programs/communication-studies/).

Qualifications

Majors must have a cumulative GPA of at least 2.0, a minimum grade of C- in all communication courses, and a minimum overall average of 2.0 in all major coursework. Performance of majors is subject to review relative to their continuation in the program.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Integrated Marketing Communication majors are assigned an advisor at the beginning of their freshman year. If you are a transfer into the Integrated Marketing Communication major or you do not have an advisor, please contact the Communication Studies departmental office at 716-888-2115 so that an advisor can be assigned.

Major Experiences

Internships

Internships (COM 488, COM 498, or MKT 496) awarding up to a maximum of 12 credit hours may be earned by qualified Integrated Marketing Communication Studies majors at approved locations in Buffalo or other cities. The internships are individually arranged, require department approval and are available only to junior or senior candidates with a cumulative GPA of at least 2.5 and an Integrated Marketing Communication average of at least 2.7. Students are encouraged to plan early to do internships during their junior and senior years. Interested majors should consult with their advisor or see the department chair for more information.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Students interested in declaring double majors within the Department of Communication (Communication Studies (p. 132), Digital Media Arts (p. 150), Integrated Marketing Communication (p. 198), or Journalism (p. 203)) will be allowed to share a maximum of 9 credits between the two majors. This requires 24 distinct credits for communication studies, 27 distinct credits for digital media arts, 36 distinct credits for integrated marketing communication, and 24 distinct credits for journalism. Additionally, for students with a double major outside the Department of Communication, students may double count up to 9 credit hours of electives between the two majors. Please note, however, that the second major may not necessarily allow double counting of credits. For more information, please contact the department chair.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.
Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 211</td>
<td>Introduction to Integrated Marketing Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 311</td>
<td>Principles of Advertising</td>
<td>3</td>
</tr>
<tr>
<td>COM 312</td>
<td>Public Relations: Principles and Practices</td>
<td>3</td>
</tr>
<tr>
<td>COM 354</td>
<td>Persuasion</td>
<td>3</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 320</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>MKT 371</td>
<td>SpecTop in DM: Mkt Data Analyti</td>
<td>3</td>
</tr>
<tr>
<td>MKT 350</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 370</td>
<td>Special Topics in Digital Marketing and Social Media</td>
<td>3</td>
</tr>
<tr>
<td>MKT 397</td>
<td>Search Marketing: SEO &amp; PPC</td>
<td>3</td>
</tr>
<tr>
<td>Select 3 of the following tactical Integrated Marketing Communication electives:</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>COM 315</td>
<td>Advertising and the Creative Process</td>
<td></td>
</tr>
<tr>
<td>COM 320</td>
<td>Advertising Writing</td>
<td></td>
</tr>
<tr>
<td>COM 330</td>
<td>Public Relations Writing</td>
<td></td>
</tr>
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<td>COM 411</td>
<td>Advertising Campaigns</td>
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</tr>
<tr>
<td>COM 412</td>
<td>Public Relations Case Studies</td>
<td></td>
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<tr>
<td>DMA 342</td>
<td>Introduction to Web Design</td>
<td></td>
</tr>
<tr>
<td>DMA 393</td>
<td>Advertising Design</td>
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<tr>
<td>COM 308</td>
<td>Social Media Effects</td>
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<td>COM 353</td>
<td>Advertising Account Strategies</td>
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<td>COM 488</td>
<td>Internship I Seminar</td>
<td>3-9</td>
</tr>
<tr>
<td>or COM 478</td>
<td>Capstone Project</td>
<td></td>
</tr>
<tr>
<td>or MKT 496</td>
<td>Marketing Internship</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 45-51

Learning Goals & Objectives

The following learning goals and objectives apply to all Integrated Marketing Communication Studies majors.

Student Learning Goal 1

Students will demonstrate an understanding of the theory and application of principles of:

- **Objective A**: How the various functions of marketing, advertising, public relations, and media (both traditional and digital) interrelate.
- **Objective B**: How best practices of these functions can be selected and applied to help achieve marketing and marketing communication goals.
- **Objective C**: How to evaluate the success of those applications.

Student Learning Goal 2

Students will demonstrate an understanding of strategic planning for integrated marketing communication including:

- **Objective A**: How to conduct and interpret basic primary and secondary market research
- **Objective B**: How to manipulate and explain simple data analytics involved in the integrated marketing communication environment.
- **Objective C**: How to use research to develop/create a workable integrated marketing communication plan.

Student Learning Goal 3

Students will demonstrate an understanding of the tactical skills necessary to implement an integrated marketing communication plan including:

- **Objective A**: How to identify and understand a primary and secondary target market.
- **Objective B**: How to create messages, both visual and verbal, traditional and digital, that will effectively promote a brand to a target market.
- **Objective C**: How to evaluate the effectiveness of an integrated tactical plan.

International Relations (BA)

Director: Paola Fajardo-Heyward (fajardop@canisius.edu), PhD

Introduction

The International Relations program at Canisius College is a multidisciplinary program that includes courses in political science, history, modern languages, international business, economics, religious studies, philosophy, and other academic disciplines. The goals of the program are to provide
the International Relations major with a basic understanding of the issues, functions and theories of the international system and to cultivate skills in research, writing, critical thinking, analysis, and oral presentation that are necessary for success in a career in the fields of international affairs, international business, law, education, and academia. Students majoring in International Relations must also satisfy a requirement for an International Educational Experience. Each student’s program is structured to maximize options after graduation. Completion of the major program will lead to a Bachelor of Arts degree in International Relations. For a more detailed description of the program, faculty, facilities, academic, and co-curricular opportunities please go to the International Relations website (https://www.canisius.edu/academics/programs/international-relations/).

Qualifications

The International Relations major and minor are open to any student who has completed PSC 140 (Introduction to International Relations) with a minimum grade of C. A minimum overall average of 2.00 in all courses taken to complete the major or the minor, and a minimum 2.0 cumulative GPA, is required for program completion.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Note: Advisement is the responsibility of the Director of the International Relations Program, who may share this responsibility with other members of the International Relations Advisory Council. All International Relations majors and minors are expected to consult with their advisor in the program at least once each semester.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Double majors have been developed between the International Relations Program and the Departments of History (p. 188); Modern Languages, Literatures, and Cultures (p. 215); and Political Science (p. 239) as well as with the programs in European Studies, (p. 171) Latin American Studies (p. 207), and International Business (p. 297). It is also possible to pursue a double major with other academic programs such as Communication Studies, Criminal Justice, Economics, and Sociology. For further information on double majors, contact the director of the International Relations Program. Students pursuing a dual major in International Relations and another major may double count as many courses as possible toward the satisfaction of International Relations major requirements.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

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An Ignatian Foundation

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Free Electives

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Major Requirements

All International Relations majors must take a core of nine courses in history, political science and economics, including an upper-level course in international business, and seven electives that have been approved by the International Relations Program Advisory Council for major credit. In addition, all International Relations majors must demonstrate proficiency in a modern foreign language through the Intermediate High level according to guidelines established by the American Council of Teachers of Foreign Languages, which at Canisius College typically requires successful completion of at least one 300-level foreign language course. All International Relations majors must also satisfy an international experience requirement that includes but is not limited to study abroad in a foreign university or an approved short-term program.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 107 &amp; HIS 108</td>
<td>History of Modern Europe to 1815 and History of Modern Europe since 1815</td>
<td>6</td>
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<tr>
<td>HIS 109 &amp; HIS 110</td>
<td>History of Asia to 1800 and History of Asia Since 1800</td>
<td></td>
</tr>
<tr>
<td>HIS 131 &amp; HIS 132</td>
<td>Latin American History to 1830 and Latin American History since 1830</td>
<td></td>
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<tr>
<td>HIS 300</td>
<td>Historical Geography</td>
<td>3</td>
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<tr>
<td>PSC 140</td>
<td>International Relations</td>
<td>3</td>
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<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 245</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSC 442</td>
<td>Seminar in International Relations</td>
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International Relations Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ECO 460</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
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<tr>
<td>ENT 312</td>
<td>International Trade ^1</td>
<td>3</td>
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<tr>
<td>FIN 460</td>
<td>International Finance ^1</td>
<td>3</td>
</tr>
<tr>
<td>HIS 213</td>
<td>Twentieth Century Europe</td>
<td>3</td>
</tr>
<tr>
<td>HIS 226</td>
<td>History of Ireland</td>
<td>3</td>
</tr>
<tr>
<td>HIS 229</td>
<td>The Violent Century in Films</td>
<td>3</td>
</tr>
<tr>
<td>HIS 230</td>
<td>The Holocaust in Historical Perspective</td>
<td>3</td>
</tr>
<tr>
<td>HIS 260</td>
<td>Canada and the World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 263</td>
<td>Wars of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>HIS 280</td>
<td>The Making of Modern Africa</td>
<td>3</td>
</tr>
<tr>
<td>HIS 309</td>
<td>World War I</td>
<td>3</td>
</tr>
<tr>
<td>HIS 339</td>
<td>Nazi Germany, World War II and the Holocaust, 1933-45</td>
<td>3</td>
</tr>
<tr>
<td>HIS 342</td>
<td>The Global Cold War</td>
<td>3</td>
</tr>
<tr>
<td>HIS 345</td>
<td>Russia and the Soviet Union in the Twentieth Century</td>
<td>3</td>
</tr>
<tr>
<td>HIS 346</td>
<td>The Age of European Fascism, 1919-1945</td>
<td>3</td>
</tr>
<tr>
<td>HIS 347</td>
<td>The History of Marxism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 348</td>
<td>Twentieth Century Marxism</td>
<td>3</td>
</tr>
<tr>
<td>HIS 356</td>
<td>Modern China</td>
<td>3</td>
</tr>
<tr>
<td>HIS 365</td>
<td>U.S.-Latin American Relations since 1898</td>
<td>3</td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Middle East</td>
<td>3</td>
</tr>
<tr>
<td>HIS 450</td>
<td>America and the Holocaust</td>
<td>3</td>
</tr>
<tr>
<td>HON 231</td>
<td>War &amp; Peace since 9/11</td>
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<tr>
<td>HON 247</td>
<td>Islam: Religion, History, and Culture</td>
<td>3</td>
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<tr>
<td>IBUS 301</td>
<td>Fundamentals of International Business ^1</td>
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<tr>
<td>MGT 380</td>
<td>International Business Seminar ^1</td>
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<td>MGT 440</td>
<td>Global Supply Chain Management ^1</td>
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<td>MGT 472</td>
<td>Comparative Management Systems ^1</td>
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<tr>
<td>MGT 475</td>
<td>Doing Business in Latin America ^1</td>
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<td>MKT 375</td>
<td>International Marketing ^1</td>
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<tr>
<td>MKT 478</td>
<td>Global Logistics ^1</td>
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<tr>
<td>PSC 241</td>
<td>Human Rights and Globalization</td>
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<td>PSC 242</td>
<td>International Organizations</td>
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<td>PSC 245</td>
<td>American Foreign Policy</td>
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<td>PSC 250</td>
<td>Politics in Latin America</td>
<td>3</td>
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<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11</td>
<td>3</td>
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<tr>
<td>PSC 355</td>
<td>European Union</td>
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<tr>
<td>PSC 360</td>
<td>Political Economy of the Developing World</td>
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<tr>
<td>PSC 370</td>
<td>Domestic Conflicts &amp; Peace</td>
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<tr>
<td>PSC 452</td>
<td>Politics of Identity in Europe</td>
<td>3</td>
</tr>
</tbody>
</table>

^1 This course fulfills the International Business requirement.

World Culture Electives

International Relations Majors are encouraged to satisfy their Core Curriculum requirements in Fields 1, 2, and 3 by taking courses that provide a cultural dimension to the study of international relations. Under the current IR major curriculum students may take one or two of these courses — depending upon the particular track they may be following — as IR major electives. Courses offered by the Department of Modern Languages, Literatures, and Cultures (e.g., FRC, GER, SPA) require prerequisites and are generally taught in the language of study.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>FRC 323</td>
<td>Cinema for French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FRC 417</td>
<td>The French and Francophone World at Work</td>
<td>3</td>
</tr>
<tr>
<td>FRC 427</td>
<td>Identities and Globalization</td>
<td>3</td>
</tr>
<tr>
<td>FRC 433</td>
<td>L’écriture de soi—The autobiography genre in French and Francophone Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRC 453</td>
<td>War and Memory</td>
<td>3</td>
</tr>
<tr>
<td>FRC 454</td>
<td>Heritages Francophones</td>
<td>3</td>
</tr>
<tr>
<td>GER 472</td>
<td>Contemporary German Film</td>
<td>3</td>
</tr>
<tr>
<td>HIS 331</td>
<td>British Monarchy</td>
<td>3</td>
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<td>HIS 358</td>
<td>Traditional Japan</td>
<td>3</td>
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<tr>
<td>HIS 387</td>
<td>Representations of the Holocaust in Film, Literature, Art and Music</td>
<td>3</td>
</tr>
<tr>
<td>HON 247</td>
<td>Islam: Religion, History, and Culture</td>
<td>3</td>
</tr>
<tr>
<td>HON 248</td>
<td>Religions of the East</td>
<td>3</td>
</tr>
<tr>
<td>HON 357</td>
<td>Global Pentecostalism</td>
<td>3</td>
</tr>
<tr>
<td>PHI 271</td>
<td>Philosophy of Human Rights</td>
<td>3</td>
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<tr>
<td>PHI 286</td>
<td>Latin American Philosophy</td>
<td>3</td>
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<tr>
<td>RST 220</td>
<td>Introduction to Eastern Religions</td>
<td>3</td>
</tr>
<tr>
<td>RST 224</td>
<td>Islam: Tradition and Revival</td>
<td>3</td>
</tr>
<tr>
<td>RST 327</td>
<td>Modern Global Christianity</td>
<td>3</td>
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<tr>
<td>SPA 336</td>
<td>Latin@os in the US: Latino Literature and Film</td>
<td>3</td>
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<tr>
<td>SPA 350</td>
<td>Spanish for Business</td>
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<tr>
<td>SPA 405</td>
<td>Spanish Literary Myths</td>
<td>3</td>
</tr>
<tr>
<td>SPA 406</td>
<td>History &amp; Politics in Cuba</td>
<td>3</td>
</tr>
<tr>
<td>SPA 420</td>
<td>Personal Narrative: Understanding Reality and the Self in Contemporary Spanish Narrative.</td>
<td>3</td>
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<tr>
<td>SPA 453</td>
<td>Almodóvar and La Movida: The Films of Pedro Almodóvar</td>
<td>3</td>
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<td>SPA 455</td>
<td>Spanish Short Fiction</td>
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<td>SPA 456</td>
<td>Cuban Cinema of the Revolution</td>
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<tr>
<td>SPA 459</td>
<td>The Body Erotic/The Body Politic: Sexuality as Political Discourse in Latin America and Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 460</td>
<td>Lorca and his Époque</td>
<td>3</td>
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</tbody>
</table>
Foreign Language Requirement
The modern foreign language requirement in the International Relations major is not a course but a proficiency requirement that at Canisius College is normally satisfied by successfully completing ML 215-216/217 plus at least one course at the 300 level or above. If students are not placed at the 215-216/217 level when they enroll at Canisius, it will take them two extra semesters in the foreign language to meet this requirement. In other cases students may already have taken the equivalent of these courses in high school and therefore do not have to take them at Canisius but should continue their language preparation with a 300-level course in the language they have studied in high school. Students who study abroad in a country where the spoken language is a language other than English and take courses in that language as part of their study abroad experience may use this to satisfy the modern language requirement in the International Relations major.

International Educational Experience
All students majoring in International Relations must satisfy a requirement for International Education Experience. The most popular, but by no means the only way in which this requirement is satisfied, is by studying abroad.

The International Relations Program strongly encourages its majors to fulfill the international experience requirement by spending at least one semester abroad studying at a foreign university. The Director of the International Relations Program works closely with the Director of Study Abroad at Canisius College to set up and monitor study abroad programs for Canisius students at a wide range of universities throughout the world. A complete list of sites with current articulations is available at the Study Abroad website (https://www.canisius.edu/study-abroad-locations-1/). Students may also study at an accredited university abroad other than those with articulations. Students doing this have recently studied at universities in Egypt, Jordan, Poland, and Senegal. Students who spend a semester abroad at a foreign university may count up to three courses as International Relations major electives as long as these courses have been pre-approved by the director of the International Relations Program. Students who spend a year studying at a foreign university may be able to count more than three courses as International Relations major electives, but this will require special permission from the director of the International Relations Program. As a general rule, students must complete the International Relations Core of nine courses at Canisius College. Exceptions to this rule may be approved by the International Relations Program Advisory Council.

Under some circumstances a short-term study abroad experience may be desirable. Recent examples of opportunities available include programs in Argentina, Canada (Québec), Costa Rica, Cuba, France, Puerto Rico, and Spain, among others. Majors interested in these experiences should inquire with the Department of Modern Languages, Literatures, and Cultures (or other sponsoring programs) for more information. Students also may inquire with the Study Abroad Office for summer programs at The Catholic University of Lille, France; IÉSEG, Paris, France; the Berlin School of Economics and Law, the Catholic University of Eichstaett, and the Technical University of Dortmund in Germany; the National University of Ireland, Galway; Lorenzo de’ Medici in Florence and Rome, Italy; the Universidad de Oviedo and the Universidad Pontificia Comillas in Spain; and the Sacred Heart University in Puerto Rico.

All International Relations majors and minors planning international educational experiences, whether short-term or traditional Study Abroad, must consult in advance with the Study Abroad office, the Director of the International Relations Program, the Chair or Director of all relevant academic programs, and the student’s Associate/Assistant Dean to discuss whether courses completed abroad may satisfy academic requirements at Canisius College. Language credit may be awarded but this requires prior approval from the Department of Modern Languages, Literatures, and Cultures.

Additional Course Considerations
Within the International Relations major a student may pursue one of four distinct tracks in International Business, International History, International Politics, and Language and World Culture. A student may also opt to pursue none of these tracks but fulfill the program major requirements listed above without concentrating in any particular area of the program. If a student chooses to pursue one of these four tracks, this will affect his or her choice of major electives. A student pursuing one of these tracks would still be required to take a modern foreign language through the Intermediate High level (including at least one 300-level course in that language) and to satisfy the international experience requirement. For further information, contact the director of the International Relations Program. For further information on each of these tracks, please go to the International Relations website (https://www.canisius.edu/academics/programs/international-relations/).

Roadmap
Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td></td>
</tr>
<tr>
<td>PSC 140</td>
<td>PSC 150</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>HIS 107</td>
<td>HIS 108</td>
<td></td>
</tr>
<tr>
<td>HIS 109</td>
<td>HIS 110</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>HIS 132</td>
<td></td>
</tr>
<tr>
<td>Modern Language at appropriate level</td>
<td>Modern Language at appropriate level</td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th></th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>PHI 101</td>
<td>IR Major Elective</td>
</tr>
<tr>
<td>Modern Language 300-level</td>
<td>IR Major Elective</td>
</tr>
<tr>
<td>PSC 245</td>
<td></td>
</tr>
<tr>
<td>IR Major Elective</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>HIS 300</td>
<td>Study abroad in location where language of study is commonly spoken</td>
</tr>
<tr>
<td>IR Major Elective</td>
<td></td>
</tr>
<tr>
<td>IR Major Elective or 300-400 level</td>
<td>Business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>IR Major Elective</td>
<td></td>
</tr>
<tr>
<td>PSC 442</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Student Learning Goal 1
International Relations Majors will demonstrate a basic knowledge of the components and dynamics of the international system.
Students will:

- Objective A: Demonstrate an understanding of the issues, functions, and theories of the international system;
- Objective B: Demonstrate an understanding of the role of history in international affairs;
- Objective C: Demonstrate an understanding of the role of geography in international affairs;
- Objective D: Demonstrate an understanding of the similarities and differences in political systems and economies;
- Objective E: Demonstrate an understanding of the role of the United States in the international system.

Student Learning Goal 2
International Relations majors will develop competence in the skills that are appropriate to the discipline and that are necessary for success.
Students will:

- Objective A: Demonstrate competence in the techniques of scholarly research in the field of International Relations;
- Objective B: Demonstrate competence in the techniques of scholarly writing in the field of International Relations;
- Objective C: Demonstrate competence at the ACTFL intermediate-high level in the use of a modern foreign language;
- Objective D: Be able to analyze an international problem or issue in a manner that demonstrates global or regional understanding and sensitivity to cultural difference.

Minor
A minor in International Relations consists of nine courses, of which two may be used to satisfy requirements in Fields 4 and 5 of the Canisius College core curriculum.

International Relations Minor Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 107 &amp; HIS 108</td>
<td>History of Modern Europe to 1815 and History of Modern Europe since 1815</td>
<td>6</td>
</tr>
<tr>
<td>HIS 109 &amp; HIS 110</td>
<td>History of Asia to 1800 and History of Asia since 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131 &amp; HIS 132</td>
<td>Latin American History to 1830 and Latin American History since 1830</td>
<td>3</td>
</tr>
<tr>
<td>PSC 140</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Historical Geography</td>
<td>3</td>
</tr>
<tr>
<td>International Business Course at 300- or 400-level (approved courses are indicated by footnote in International Relations Electives on the curriculum tab)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign Language Requirement</td>
<td>3-6</td>
<td></td>
</tr>
</tbody>
</table>

International Relations Electives - select 3 from the list on the curriculum tab | 9 |

Total Credits | 30-33 |

1 Students may substitute HIS 213 or HIS 230 for HIS 108. If students use one of these courses to fulfill the general requirements for the minor, the same course may not be used as an elective course.

2 A student pursuing a minor in International Relations must demonstrate intermediate competence in a modern foreign language. Generally this proficiency is fulfilled by successful completion of a modern language through the 215 level.

Journalism (BS)

Director: Barbara J. Irwin, PhD

Introduction
The Department of Communication’s major in journalism integrates deep, socially responsible reporting and writing with appropriate digital media. Students seeking a Bachelor of Science degree in journalism tell true stories across print, broadcast, online and mobile platforms. In keeping with the trend toward media convergence, they think visually, use social media to report and promote stories and design multimedia publications.

For additional information about the major visit the Journalism website (https://www.canisius.edu/academics/programs/journalism/).

Qualifications
Journalism majors must have a cumulative GPA of at least 2.0, a minimum grade of C- in all required journalism courses, and a minimum overall average of 2.0 in all journalism coursework. The performance of all majors is subject to review relative to their continuance in the program. Journalism majors need at least 36 hours of journalism courses (or 33 hours for double majors).

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

A journalism major is assigned an advisor at the beginning of the freshman year. Those who transfer into the journalism major should contact the Communication office at 888-2115 to be assigned an advisor.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree.
Depending on the student's major(s) and minor(s), the number of credits required to complete a bachelor's degree may vary. Students may graduate with a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements. Free Electives provide the basis for a Jesuit education both with content and with required language competency, as well as a specialty in a field such as political science, economics, science, or religion.

Students interested in declaring double majors within the Department of Communication (Communication Studies (p. 132), Digital Media Arts (p. 150), Integrated Marketing Communication (p. 198), or Journalism (p. 203)) will be allowed to share a maximum of 9 credits between the two majors. This requires 24 distinct credits for communication studies, 27 distinct credits for digital media arts, 36 distinct credits for integrated marketing communication, and 24 distinct credits for journalism. Additionally, for students with a double major outside the Department of Communication, students may double count up to 9 credit hours of electives between the two majors. Please note, however, that the second major may not necessarily allow double counting of credits. For more information, please contact the department chair.

Journalism students who are double majors and successfully complete 3 or more credit hours in Internships (JRN 488 or JRN 498) are required to complete 30 hours of in-class credit in order to complete the journalism major. Otherwise, students complete a minimum of 33 credit hours of journalism courses. Students may wish to consider developing a foreign language competency, as well as a specialty in a field such as political science, economics, science, or religion.

Each journalism major and double major is assigned a department faculty advisor to plan an individual program that will satisfy the department's requirements and the student's personal goals. Course selections develop from the journalism requirements, prerequisites and electives.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

### Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 100</td>
<td>Introduction to Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 200</td>
<td>Multimedia Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>COM 203</td>
<td>Writing for the Public Media</td>
<td>3</td>
</tr>
<tr>
<td>JRN 301</td>
<td>Newsgathering and Reporting</td>
<td>3</td>
</tr>
<tr>
<td>JRN 310</td>
<td>Journalism</td>
<td>3</td>
</tr>
<tr>
<td>COM 351</td>
<td>Media Ethics</td>
<td>3</td>
</tr>
<tr>
<td>JRN 490</td>
<td>Senior Project and Portfolio</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Upper-level Concentration Courses (5 courses)</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

### Upper-Level Concentration Courses

Journalism majors will select an area of concentration, also open to other majors who may be interested. There are three options for the concentration, each of which requires a total of five courses for 15 credit hours:

#### Sports Journalism and Broadcasting

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 336</td>
<td>Sports Journalism</td>
<td>3</td>
</tr>
<tr>
<td>JRN 358</td>
<td>Sports Field Production I</td>
<td>3</td>
</tr>
<tr>
<td>JRN 359</td>
<td>Sports Field Production II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Concentration Electives

Sports Communication – Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 359</td>
<td>Communication and Sports</td>
<td></td>
</tr>
<tr>
<td>SPMT 412</td>
<td>Sport Marketing</td>
<td></td>
</tr>
<tr>
<td>SPMT 430</td>
<td>Sport Communications</td>
<td></td>
</tr>
</tbody>
</table>

Sports Broadcast and Journalism – Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 201</td>
<td>Advanced Multimedia Storytelling</td>
<td></td>
</tr>
<tr>
<td>JRN 311</td>
<td>Advanced Journalism and Investigative Reporting</td>
<td></td>
</tr>
<tr>
<td>JRN 322</td>
<td>Feature/Magazine Writing</td>
<td></td>
</tr>
<tr>
<td>COM 361</td>
<td>Introduction to TV Production</td>
<td></td>
</tr>
<tr>
<td>COM 367</td>
<td>Broadcasting in America</td>
<td></td>
</tr>
</tbody>
</table>

#### Narrative Journalism

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 311</td>
<td>Advanced Journalism and Investigative Reporting</td>
<td></td>
</tr>
<tr>
<td>JRN 322</td>
<td>Feature/Magazine Writing</td>
<td></td>
</tr>
<tr>
<td>JRN 342</td>
<td>Narrative Journalism</td>
<td></td>
</tr>
</tbody>
</table>

#### Concentration Electives

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 201</td>
<td>Advanced Multimedia Storytelling</td>
<td></td>
</tr>
<tr>
<td>JRN 336</td>
<td>Sports Journalism</td>
<td></td>
</tr>
<tr>
<td>JRN 369</td>
<td>Television Features</td>
<td></td>
</tr>
<tr>
<td>COM 374</td>
<td>Film History</td>
<td></td>
</tr>
<tr>
<td>ENG 294</td>
<td>Introduction to Creative Writing</td>
<td></td>
</tr>
</tbody>
</table>
ENG 393  Advanced Creative Writing: Memoir & Nonfiction

Total Credits 15

Multimedia Journalism

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRN 201</td>
<td>Advanced Multimedia Storytelling</td>
<td>3</td>
</tr>
<tr>
<td>COM 361</td>
<td>Introduction to TV Production</td>
<td>3</td>
</tr>
<tr>
<td>or JRN 369</td>
<td>Television Features</td>
<td></td>
</tr>
<tr>
<td>CSC 108</td>
<td>Introduction to Web Computing</td>
<td>3</td>
</tr>
<tr>
<td>or DMA 342</td>
<td>Introduction to Web Design</td>
<td></td>
</tr>
</tbody>
</table>

Concentration Electives

Select two of the following: must be different from required courses taken 6

- JRN 311  Advanced Journalism and Investigative Reporting
- JRN 322  Feature/Magazine Writing
- JRN 369  Television Features
  or COM 361  Introduction to TV Production
- COM 367  Broadcasting in America
- DMA 212  2D Graphics
- DMA 218  Motion Graphics

Total Credits 15

Internships

Internships (JRN 488, JRN 498), awarding up to a maximum of 12 credit hours, may be earned by qualified journalism majors at approved locations in Buffalo or elsewhere. The internships are individually arranged, require department approval and are available only to junior or senior candidates with a cumulative GPA of at least 2.5 and a journalism average of at least 2.7. Internships are taken on a pass/fail basis and are counted toward free elective credit. Students are encouraged to plan early to do an internship during their junior or senior year.

Note: To gain valuable experience, journalism majors are advised to participate in clubs such as the student newspaper, television station, radio station, and digital media arts clubs.

Roadmap

Recommended Semester Schedule for Major Course Requirements

Freshman

Fall  | Spring
---   | ---
JRN 100  | JRN 301
JRN 200  | COM 203

Sophomore

Fall  | Spring
---   | ---
JRN 310  | COM 351 or DMA 216
Junior

Fall  | Spring
---   | ---
Concentration requirement or elective  | Concentration requirement or elective
Concentration requirement or elective  | Concentration requirement or elective

Senior

Fall  | Spring
---   | ---
Concentration requirement or elective  | JRN 490

Learning Goals & Objectives

These learning Goals and Objectives apply to all Journalism majors.

Student Learning Goal 1

Majors will understand the history and current state of the profession of journalism. Students will:

- Objective A: Demonstrate a knowledge and understanding of Journalism’s professional qualities and ethical standards, including the need to report facts fairly and accurately.
- Objective B: Demonstrate a knowledge and understanding of media law, the First Amendment, Sunshine Laws, and FOIA.

Student Learning Goal 2

Majors will think critically and creatively. Students will:

- Objective A: Understand the nature of current and upcoming events in order to report meaningful news stories.
- Objective B: Exercise sound, responsible news judgment even under pressures of immediacy and competition.

Student Learning Goal 3

Majors will write for audience, platform, and message. Students will:

- Objective A: Demonstrate the ability to produce lively stories in various modes of journalism, based on facts they have gathered, verified, analyzed and interpreted, using multiple sources and methods.
- Objective B: Demonstrate the ability to write cogently in a structure appropriate for the chosen platform.

Courses

JRN 100  Introduction to Journalism  3 Credits
Introduces the history and development of journalism, its norms and best practices. Examines theories of justice, and how they apply to and affect the pursuit of journalism since this country’s founding. The course looks at how the institution of American journalism has both promoted justice, and at times allowed injustice to persist, through case studies, readings, and viewings of short documentaries.
Fulfills College Core: Justice
Offered: every fall.

JRN 200  Multimedia Storytelling  3 Credits
Introduces the fundamentals of digital systems and technologies as they apply to journalism. Through class lecture and hands-on approaches, students will learn software and hardware used for journalistic applications of web design, multimedia, video production, graphics and audio production.
Offered: fall.

JRN 201  Advanced Multimedia Storytelling  3 Credits
Students will explore multimedia storytelling through class lecture and hands-on experience of the digital systems and technologies used in journalism. The student will develop a better understanding of the nature of multimedia journalism using audio, video, graphics, animation and writing to tell news stories.
Prerequisite: minimum grade of C- in JRN 200 or permission of instructor.
Offered: fall.
JRN 301 Newsgathering and Reporting 3 Credits
This course covers both traditional methods (e.g., observing, interviewing, listening) and newer methods (e.g., Twitter, Facebook, crowd sourcing) to gather and verify material for news and feature stories, to be distributed via print, broadcast, web and mobile media. Offered: spring.

JRN 308 Pre & Post Production 3 Credits
Students will develop and hone skills in planning video projects -- features and promotion, for example -- completed before a live broadcast, as well as preparing highlights, video recaps, websites and social media postings during a live broadcast. The course will center on sports broadcasts, to air as part of the college's partnership with ESPN. Offered: spring.

JRN 309 Sports Broadcasting 3 Credits
Sports Broadcasting centers on the skills needed for play-by-play announcing in all sports, along with broadcast anchoring and reporting. Offered: spring of even-numbered years.

JRN 310 Journalism 3 Credits
Focuses on writing news and features for print and on-line media, using a variety of storytelling designs (e.g., the narrative, the inverted pyramid, the focus approach) combined with a variety of multimedia presentation methods. Prerequisite: minimum grade of C- in JRN 100 and JRN 301 or permission of instructor. Offered: fall.

JRN 311 Advanced Journalism and Investigative Reporting 3 Credits
Advanced study and practice of all aspects of journalism, including news gathering, reporting, writing and editing. Prerequisite: A grade of C- or better in JRN 200 and COM 203. Offered: occasionally.

JRN 322 Feature/Magazine Writing 3 Credits
Profiles and other human-interest features developed for newspapers, magazines, broadcast. Freelance writing is introduced. Offered: every other year.

JRN 336 Sports Journalism 3 Credits
Instruction on covering sports in the 21st century, including exposure to cross-platform journalism and the influence of social media. Students will learn practices and theories commonly encountered in locker rooms and press boxes from those in the business. Also counts as a COM elective. Offered: spring.

JRN 340 Podcasting and Audio Storytelling 3 Credits
Students will learn the basics of audio storytelling through podcasting, a medium that has grown in importance and popularity. In this hands-on course, students will learn and demonstrate the fundamentals of broadcast-quality sound production. They will develop the skills of a successful broadcaster, which includes writing, research, interviews, capturing sound, sound editing, and "on-air" presentation. Ethics in journalism and editing will also be discussed. Students will learn how to distribute their own podcasts on live publishing formats and social media. Offered: fall of even-numbered years.

JRN 342 Narrative Journalism 3 Credits
The advanced study and practice of long-form, literary-influenced journalism, from magazines and nonfiction books to cross-platform, online media outlets. Students explore methods of conceptualizing, reporting, researching and writing long-form journalism while working on a literary nonfiction project of their own. Prereqs or permission of instructor.

JRN 358 Sports Field Production I 3 Credits
The principles and techniques of shooting, writing, directing and producing live broadcast events. Students in this course will be responsible for production of live basketball, hockey and other Canisius sports events aired over ESPN3 and ESPNU, as well as for other campus events as needed. Offered: fall & spring.

JRN 359 Sports Field Production II 3 Credits
Advanced principles and techniques of shooting, writing, directing and producing live broadcast events. Students in this course will be responsible for production of live basketball, hockey and other Canisius sports events aired over ESPN3 and ESPNU, as well as for other campus events as needed. Offered: spring.

JRN 369 Television Features 3 Credits
Design, write and produce special feature reports, multiple-part series, investigative stories and mini-documentaries. Emphasis on field work. Offered: every other year.

JRN 380 Special Topics in Journalism 3 Credits
Course focus will vary and is designed to provide in-depth study of journalism as it applies to specialized topics and content area that may include legal, business, health and science, environment, international and/or investigative journalism. Offered: occasionally.

JRN 488 Internship I Seminar 3-9 Credits
Student experientially learns journalism functions in compatibly matched professional setting, locally or out-of-town. Faculty and on-site supervision. Seminar required. Pass/fail. May be repeated as JRN 498; 12-credit limit for JRN 488 and JRN 498 combined. Information about the internship application process is available on the Journalism Program website. Restriction: must be JRN major, junior or senior standing, minimum overall GPA of 2.50, minimum journalism average of 2.70, & approval by department faculty. Offered: every semester.

JRN 490 Senior Project and Portfolio 3 Credits
Culminating experience for Journalism majors in which they synthesize what they have learned in their program of study. Students work independently to create an online journalism portfolio, with an emphasis on the work that aligns with their chosen concentration. Prerequisites: min grade of C- in JRN 100, 200, 310 and COM 203. Offered: every spring.

JRN 491 Video Institute I 1-3 Credits
Students produce significant projects in video, film, and television. See Dr. Irwin or Professor O'Neil for additional information. Offered: occasionally.

JRN 498 Internship II Seminar 3-9 Credits
Sequel to JRN 488 for students taking multiple internships. Each student is limited to a combined total of 12 credit hours for JRN 488 and JRN 498. Restriction: JRN major with junior or senior standing, minimum overall GPA of 2.50, minimum communication studies average of 2.70, & approval by department faculty. Offered: every semester.

JRN 499 Independent Study 3 Credits
Student conducts original project or self-designed course of study under the tutelage of a Journalism faculty member. Offered only in very specific circumstances. Independent studies require an application and approval by the associate dean. Prerequisite: junior or senior standing; & permission of instructor, chair, & associate dean. Restriction: must be JRN major.
Latin American Studies Minor

General Requirement

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spanish Proficiency demonstrated with a C or higher in SPA 217 (or a 300- or 400-level SPA course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Science and History - select 3 courses (students must take courses from two different departments/disciplines)</td>
<td>9</td>
</tr>
<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
<td></td>
</tr>
<tr>
<td>PSC 241</td>
<td>Human Rights and Globalization</td>
<td></td>
</tr>
<tr>
<td>PSC 250</td>
<td>Politics in Latin America</td>
<td></td>
</tr>
<tr>
<td>PSC 360</td>
<td>Political Economy of the Developing World</td>
<td></td>
</tr>
<tr>
<td>PSC 370</td>
<td>Domestic Conflicts &amp; Peace</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>Latin American History to 1830</td>
<td></td>
</tr>
<tr>
<td>HIS 132</td>
<td>Latin American History since 1830</td>
<td></td>
</tr>
<tr>
<td>HIS 263</td>
<td>Wars of Latin America</td>
<td></td>
</tr>
<tr>
<td>HIS 365</td>
<td>U.S.-Latin American Relations since 1898</td>
<td></td>
</tr>
<tr>
<td>HON 223</td>
<td>Religion, Politics, &amp; the Presidency</td>
<td></td>
</tr>
<tr>
<td>IGRS 302</td>
<td>Jesuits in Argentina</td>
<td></td>
</tr>
<tr>
<td>MGT 475</td>
<td>Doing Business in Latin America</td>
<td></td>
</tr>
<tr>
<td>PORT 103</td>
<td>Intro Brazilian Portuguese I</td>
<td></td>
</tr>
<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Any SPA course at 300- or 400-level</td>
<td></td>
</tr>
<tr>
<td>FAM 123</td>
<td>World Musics</td>
<td></td>
</tr>
<tr>
<td>FAM 224</td>
<td>Afro-Centric Music</td>
<td></td>
</tr>
<tr>
<td>HON 381</td>
<td>Contemporary Literary Movements</td>
<td></td>
</tr>
<tr>
<td>IGRS 302</td>
<td>Jesuits in Argentina</td>
<td></td>
</tr>
<tr>
<td>PHI 286</td>
<td>Latin American Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1
Latin American Studies minor allows students to think critically about Latin American societies, governments, and policies through both historical and contemporary lenses. Students will:
• **Objective A:** Interpret important political concepts, theories, events, actors, and processes pertinent to Latin American analyses;
• **Objective B:** Apply knowledge of Latin American history and diverse cultures to contemporary social and political themes;
• **Objective C:** Identify regional political, social, and economic trends and the impact of colonialism, globalization, and U.S. foreign policy towards Latin America.

Student Learning Goal 2
Latin American Studies minor curriculum uses research to articulate ideas and arguments clearly and effectively in the field of Latin American Studies. Students will:
• **Objective A:** Integrate knowledge from different academic disciplines into a coherent paper, presentation or project that addresses a topic in Latin American Studies;
• **Objective B:** Conduct independent research and follow appropriate formats in documenting resources;
• **Objective C:** Communicate information, ideas, and research results effectively.

Student Learning Goal 3
Latin American Studies minor provides students with the skills to communicate in a modern language that is appropriate to the area of studies and necessary for professional success. Students will:
• **Objective A:** Display competency of a Latin American language at the American Council on the Teaching of Foreign Languages (ACTFL) intermediate level.

Mathematics (BA)

Chair: Byung-Jay Kahng, PhD

Introduction
The Department of Mathematics and Statistics strives to transmit an understanding and appreciation of mathematics: its substance, its applicability, its literature, its current directions and problems, its historical development, its human worth and values; and to promote the development of skill in the practice of mathematics. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Mathematics and Statistics website (https://www.canisius.edu/academics/programs/mathematics/).

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Mathematics and Statistics. Students must have a minimum grade of C- in all courses in the major.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations cannot be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.
Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

Major Requirements

Option A (Mathematics Major)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>or MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 321</td>
<td>Real Analysis</td>
<td>4</td>
</tr>
<tr>
<td>MAT 380</td>
<td>Mathematics Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 381</td>
<td>Mathematics Seminar</td>
<td>1</td>
</tr>
<tr>
<td>MAT 480</td>
<td>Mathematics Seminar</td>
<td>1</td>
</tr>
</tbody>
</table>

Select one of the following: 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 312</td>
<td>Topics in Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 322</td>
<td>Topics in Analysis</td>
<td></td>
</tr>
<tr>
<td>MAT 352</td>
<td>Probability &amp; Statistics II</td>
<td></td>
</tr>
<tr>
<td>MAT 421</td>
<td>Complex Analysis</td>
<td></td>
</tr>
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</table>

Select four courses from the following: 12-16

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 335</td>
<td>Mathematical Analysis for Physicists</td>
<td></td>
</tr>
</tbody>
</table>

Additional Course Considerations

Option A is designed to prepare the student for positions in which mathematical competence is sought, as well as for advanced study in graduate school.

Option B allows the student to develop expertise in another area besides mathematics. Many students combine this option with a major or minor in another department. Students interested in education can get a dual major to give them a strong background in mathematics while fulfilling the requirements of the School of Education.

Option C prepares the student for advanced work or graduate study and the many careers which utilize statistical thinking. This option, together with appropriate courses in business, constitutes a good preparation for a career in actuarial science.
# Roadmap

## Recommended Semester Schedule for Major Courses

### Option A

#### Freshman

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 111</td>
<td>Mathematics 1</td>
</tr>
<tr>
<td>Spring</td>
<td>PHY 223 (or ECO course)</td>
<td>Physics 1</td>
</tr>
</tbody>
</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 211</td>
<td>Mathematics 2</td>
</tr>
<tr>
<td>Spring</td>
<td>MAT 219</td>
<td>Mathematics 3</td>
</tr>
</tbody>
</table>

#### Junior

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 311</td>
<td>Mathematics 4</td>
</tr>
<tr>
<td>Spring</td>
<td>MAT 381</td>
<td>Mathematics 5</td>
</tr>
</tbody>
</table>

#### Senior

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 480</td>
<td>Mathematics 6</td>
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</tbody>
</table>

### Option B

#### Freshman

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 111</td>
<td>Mathematics 7</td>
</tr>
<tr>
<td>Spring</td>
<td>PHY 223 (or ECO course)</td>
<td>Physics 1</td>
</tr>
</tbody>
</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 211</td>
<td>Mathematics 8</td>
</tr>
<tr>
<td>Spring</td>
<td>MAT 219</td>
<td>Mathematics 9</td>
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</table>

#### Junior

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 321</td>
<td>Mathematics 10</td>
</tr>
<tr>
<td>Spring</td>
<td>MAT 381</td>
<td>Mathematics 11</td>
</tr>
</tbody>
</table>

#### Senior

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 480</td>
<td>Mathematics 12</td>
</tr>
</tbody>
</table>

### Option C

#### Freshman

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 111</td>
<td>Mathematics 13</td>
</tr>
<tr>
<td>Spring</td>
<td>PHY 223 (or ECO course)</td>
<td>Physics 1</td>
</tr>
</tbody>
</table>

#### Sophomore

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 211</td>
<td>Mathematics 14</td>
</tr>
<tr>
<td>Spring</td>
<td>MAT 219</td>
<td>Mathematics 15</td>
</tr>
</tbody>
</table>

#### Junior

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 321</td>
<td>Mathematics 16</td>
</tr>
<tr>
<td>Spring</td>
<td>Select one of the following statistics electives:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 352</td>
<td>Mathematics 17</td>
</tr>
<tr>
<td></td>
<td>MAT 380</td>
<td>Mathematics 18</td>
</tr>
</tbody>
</table>

#### Senior

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>MAT 480</td>
<td>Mathematics 19</td>
</tr>
<tr>
<td>Spring</td>
<td>Select one of the following statistics electives:</td>
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</tr>
<tr>
<td></td>
<td>MAT 352</td>
<td>Mathematics 20</td>
</tr>
</tbody>
</table>

## Learning Goals & Objectives

### Student Learning Goal 1:

Mathematics majors will perform tasks requiring logical reasoning.

Students will:

- **Objective A**: Understand the different types of mathematical statements and how they are used, including definitions, axioms, hypotheses, conclusions, theorems, corollaries, lemmata, and conjectures;
- **Objective B**: Understand methods of proof.

### Student Learning Goal 2

Mathematics majors will know the content of the fundamental fields of mathematics and can perform tasks requiring complex reasoning.

Students will:

- **Objective A**: Use basic skills to manipulate expressions;
- **Objective B**: Know the basic definitions and theorems of mathematics;
- **Objective C**: Be able to perform tasks requiring complex reasoning.
Student Learning Goal 3
Mathematics majors will advance their understanding and knowledge of mathematics and their ability to convey mathematical concepts through currently available technology.

Students will:

- **Objective A (Information Literacy):** Use the internet and/or library resources to obtain relevant information concerning historical information or mathematical content in regards to current course or project. Students will be expected to both look up sources and learn to search for their own sources;

- **Objective B (Computation):** Use computers or graphing calculators to perform labor-intensive calculations and/or create graphical displays. Programs include, but are not limited to, Excel, Minitab (or other statistical software), and Mathematica (or other software);

- **Objective C (Presentation):** Use technology for the purpose of elegantly presenting mathematical ideas, theories or results. Technologies include PowerPoint, Prezzi, Jing, Beamer, Latex, Word, and graphical tools.

Student Learning Goal 4
Mathematics majors will communicate mathematical ideas with precision and clarity.

Students will:

- **Objective A:** Present mathematical material in writing;

- **Objective B:** Present mathematical material orally.

---

**Minor**

**Mathematics Minor**

(7 courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 11</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>or MAT 115</td>
<td>Calculus for Business</td>
<td></td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Restricted Electives</strong></td>
<td></td>
</tr>
<tr>
<td>Select one of the following tracks and take two of the courses in that track:</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Probability and Statistics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td></td>
</tr>
<tr>
<td>MAT 352</td>
<td>Probability &amp; Statistics II</td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td></td>
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<tr>
<td>MAT 341</td>
<td>Numerical Analysis</td>
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<tr>
<td>MAT 342</td>
<td>Graph Theory</td>
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<tr>
<td>MAT 345</td>
<td>Climate and Sustainability</td>
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<tr>
<td>PHY 335</td>
<td>Mathematical Analysis for Physicists</td>
<td></td>
</tr>
<tr>
<td>Theoretical Mathematics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td></td>
</tr>
<tr>
<td>MAT 312</td>
<td>Topics in Algebra</td>
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<tr>
<td>MAT 321</td>
<td>Real Analysis</td>
<td></td>
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<tr>
<td>MAT 322</td>
<td>Topics in Analysis</td>
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<tr>
<td>MAT 421</td>
<td>Complex Analysis</td>
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</table>

**Courses**

<table>
<thead>
<tr>
<th>Mathematics and Culture:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 301</td>
<td>History of Mathematics</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Geometry</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>26-28</strong></td>
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<table>
<thead>
<tr>
<th><strong>Courses</strong></th>
<th><strong>Credits</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105 Finite Mathematics</td>
<td>3</td>
<td>Introduction to finite (non-calculus) mathematics and its applications: linear, quadratic, exponential and logarithmic functions and equations; systems of linear equations and linear programming; compound interest problems and annuities.</td>
</tr>
<tr>
<td><strong>Offered:</strong> every fall &amp; spring.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 106 Calculus for the Non-Sciences</td>
<td>3</td>
<td>Fundamentals of calculus for students in business, or social or behavioral sciences. Credit not allowed if student already has credit for MAT 109 &amp; MAT 110; or MAT 111 or MAT 115.</td>
</tr>
<tr>
<td><strong>Offered:</strong> every fall, spring, &amp; summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 108 Precalculus for Sciences</td>
<td>3</td>
<td>Polynomials and rational, exponential, logarithmic, and trigonometric functions. Solving equations. Graphing functions. Trigonometric identities. Credit not allowed if student already has credit for MAT 109, MAT 111, or MAT 115.</td>
</tr>
<tr>
<td><strong>Offered:</strong> summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 109 Calculus with Review I</td>
<td>4</td>
<td>For science and mathematics majors. Calculus, with topics from pre-calculus. Logarithmic and exponential functions, trigonometric functions, limits, differentiation. Credit not allowed if student already has credit for MAT 110, MAT 111, and MAT 115.</td>
</tr>
<tr>
<td><strong>Offered:</strong> field 7 (Mathematical Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 110 Calculus with Review II</td>
<td>4</td>
<td>Continuation of MAT 109. Differentiation, related rates, optimization problems, anti-differentiation, definite integral. Credit not allowed if student already has credit for MAT 111 or MAT 115.</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> MAT 109</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Offered:</strong> summer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 111 Calculus I</td>
<td>4</td>
<td>For science and mathematics majors. Calculus of functions of single variable. Functions, limits, differentiation, continuity, graphing, logarithm, exponential and inverse trigonometric functions, related rates, optimization problems, mean value theorem, l'Hopital's rule, anti-differentiation, definite integral. Credit not allowed if student already has credit for MAT 109 and MAT 110 or for MAT 115.</td>
</tr>
<tr>
<td><strong>Offered:</strong> field 7 (Mathematical Sciences)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 112 Calculus II</td>
<td>4</td>
<td>Applications of integration, integration techniques, improper integrals, sequences, series, convergence tests, Taylor’s series, applications; parametric and polar curves.</td>
</tr>
<tr>
<td><strong>Prerequisite:</strong> minimum grade of C- in one of the following MAT 109 &amp; MAT 110, MAT 111 or MAT 115.</td>
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</tr>
<tr>
<td><strong>Offered:</strong> summer.</td>
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</tbody>
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210  Mathematics (BA)
MAT 115 Calculus for Business 4 Credits
Calculus for business students. Differentiation and integration of functions of one variable. Applications, concepts, examples and problems in economics and business. Credit not allowed if student already has credit for either MAT 109 and MAT 110 or for MAT 111.
Prerequisite: 3 1/2 years of high school mathematics.
Fulfills College Core: Field 7 (Mathematical Sciences)
Offered: fall.

MAT 121 Mathematics through History 3 Credits
Liberal arts mathematics course. Tracing the development of mathematical ideas globally and through history, with emphasis on problem solving techniques, quantitative thinking, and deductive reasoning.
Prerequisite: 3 years of high school math or equivalent; sophomore standing or higher.
Fulfills College Core: Field 7 (Mathematical Sciences)
Offered: once a year.

MAT 131 Statistics for Social Sciences 4 Credits
A first course for majors in social or health sciences. Descriptive statistics, calculators, computer programs and introduction to inferential statistics. Credit not allowed if student already has credit for MAT 141 or MAT 351.
Prerequisite: 3 1/2 years of high school mathematics or equivalent.
Fulfills College Core: Field 7 (Mathematical Sciences)
Offered: fall & spring.

MAT 141 Inferential Statistics and Computers for Science 4 Credits
Elementary probability theory, descriptive statistics, hypothesis testing, estimation, correlation and regression. The computer will be used with one of the standard statistical packages. Credit not allowed if student already has credit for MAT 131 or MAT 351.
Prerequisite: 3 1/2 years of high school mathematics.
Fulfills College Core: Field 7 (Mathematical Sciences)
Offered: fall & spring.

MAT 150 Mathematics and Politics 3 Credits
Liberal arts course emphasizing applications of math in the social sciences. Covers topics such as voting theory, decisions made by groups, measurement of political power.
Prerequisite: 3 years of high school mathematics or equivalent.
Fulfills College Core: Field 7 (Mathematical Sciences), Justice
Offered: once a year.

MAT 161 Mathematics for Elementary Teachers 3 Credits
Designed to provide a solid foundation for the mathematical topics encountered in elementary schools. The primary goal is to develop a deep understanding of mathematical concepts so future teachers can teach with knowledge and confidence. The main topics are: problem solving processes and strategies, elementary set theory, the theory behind basic arithmetic, number systems, basic probability and statistics, elementary geometry.
Prerequisite: 3 years of high school mathematics or equivalent.
Fulfills College Core: Field 7 (Mathematical Sciences)
Offered: occasionally.

MAT 191 Introduction to Discrete Mathematics 4 Credits
Fundamental topics with computer science applications. Sets and logic, propositional and predicate calculus, elements of combinatorics and counting, elementary discrete probability, functions and relations, and graphs.
Offered: fall.

MAT 211 Calculus III 4 Credits
Continuation of MAT 111 and MAT 112. Analytic geometry of 3-dimensional space and calculus of functions of several variables.
Prerequisite: minimum grade of C- in MAT 112.
Offered: fall & spring.

MAT 219 Linear Algebra 4 Credits
Prerequisite: MAT 112 or permission of instructor.
Offered: spring.

MAT 222 Differential Equations 3 Credits
Introduction to the theory and applications of ordinary differential equations.
Prerequisite: minimum grade of C- in MAT 211; or passing grade in MAT112 with permission of instructor.
Offered: spring.

MAT 230 Logic, Set Theory, and Proofs 4 Credits
Transition from calculus to upper division courses: logic and methods of proof; set theory; relations, orders and functions; number systems; cardinality.
Prerequisite: minimum grade of C- in MAT 112 or permission of instructor.
Offered: fall.

MAT 301 History of Mathematics 3 Credits
Development and interrelations of major areas of mathematics, from ancient to modern times. Emphasis on both historical context and mathematical content. Mathematics as cultural heritage.
Prerequisite: MAT 111 & MAT 112.
Offered: occasionally.

MAT 310 Abstract Algebra 4 Credits
Introduction to the basic structures of abstract algebra; groups, rings, fields.
Prerequisite: minimum grade of C- in both MAT 219 and MAT 230.
Offered: fall.

MAT 312 Topics in Algebra 3 Credits
Continuation of MAT 311. Selected topics from groups, rings, integral domains, field extensions and Galois theory.
Prerequisite: MAT 311.
Offered: spring of odd-numbered years.

MAT 313 Number Theory 3 Credits
Divisibility, prime numbers, numerical functions, congruencies, quadratic reciprocity, Diophantine equations.
Prerequisite: MAT 311 or permission of instructor.
Offered: occasionally.

MAT 321 Real Analysis 4 Credits
Advanced study of limits, continuity, differentiation and integration of functions.
Prerequisite: minimum grade of C- in MAT 211, MAT 219 & MAT 230.
Offered: fall.

MAT 322 Topics in Analysis 3 Credits
Continuation of MAT 321. Selected topics from functions of one or several variables.
Prerequisite: minimum grade of C- in MAT 321.
Offered: occasionally.

MAT 331 Geometry 3 Credits
Prerequisite: MAT 230.
Offered: fall of even-numbered years.
MAT 341 Numerical Analysis 3 Credits
Prerequisite: MAT 219.
Offered: occasionally.

MAT 342 Graph Theory 3 Credits
This course covers basic constructions on graphs. Complete graphs, bipartite graphs, trees, cycles, and more general graphs are studied along with their combinatorial properties. Euler circuits, Hamilton circuits, spanning trees. Applications of graphs to optimization problems such as the Traveling Salesperson Problem and Construction of the Minimal Spanning Trees.
Prerequisite: MAT 111 or MAT 115.
Offered: spring of even-numbered years.

MAT 345 Climate and Sustainability 3 Credits
This course, for majors from all the sciences, develops the use of conceptual models in understanding complicated situations, while illustrating the role of scientific arguments in societal debates about climate change and sustainability. Topics include: the Earth’s energy balance, historical data for ocean and atmosphere and temperature and their circulation and oscillation patterns, the carbon cycle and biological systems, and handling large data. The increasingly sophisticated examples explored in the course will introduce the use of various areas of mathematics: linear models and networks, calculus-based dynamical systems, statistics and data assessment, and analysis of periodic phenomena. Students will learn about these topics by seeing simple examples of their use. The last part of the course will center on sustainability issues, and connections to global awareness, diversity, ethics, and justice.
Prerequisite: MAT 111 or equivalent. Restriction: seniors only.
Fulfills College Core: Core Capstone
Offered: occasionally.

MAT 351 Probability & Statistics I 3 Credits
Introduction to the mathematical aspects of modern probability theory and the theory of statistics.
Prerequisite: MAT 211.
Offered: spring.

MAT 352 Probability & Statistics II 3 Credits
Continuation of MAT 351. Introduction to the mathematical aspects of modern probability theory and the theory of statistics.
Prerequisite: MAT 351.
Offered: fall.

MAT 353 Regression Analysis 3 Credits
Linear regression and correlation. Covariance, residual sum of squares, residual variance, correlation coefficient, tests of significance for correlation coefficient and for regression coefficients. Non-linear regression.
Prerequisite: MAT 351 & MAT 352, or permission of instructor.
Offered: spring of odd-numbered years.

MAT 354 Experimental Design and Statistical Computing 3 Credits
Analyzing data; one-way/two-way blocking; chi-square, goodness of fit. Statistical computing package; Monte-Carlo simulation-subset selection, central limit theorem; residual plots.
Prerequisite: MAT 351 & MAT 352, or permission of instructor.
Offered: spring of even-numbered years.

MAT 361 Probability for Actuaries 1 Credit
This course prepares students to take Exam P of the Society of Actuaries or Exam 1 from the Casualty Actuary Society. Key probability concepts are reviewed and students learn to apply these tools to problems encountered by actuaries. The course will develop a thorough command of calculus and probability topics. Additionally, a very basic knowledge of insurance and risk management is introduced.
Prerequisite: MAT 211 & MAT 351. Corequisite: MAT 352 or permission of instructor.
Offered: fall.

MAT 362 Financial Mathematics for Actuaries 1 Credit
This course prepares students to take Exam FM of the Society of Actuaries or Exam 2 from the Casualty Actuary Society. It covers interest theory (discrete and continuous) and an introduction to derivative securities.
Prerequisite: MAT 111 & MAT 112 or permission of instructor.
Offered: spring.

MAT 380 Mathematics Seminar 1 Credit
Mathematics seminar for majors. To be taken for three semesters.
Prerequisite: junior standing.
Offered: fall & spring.

MAT 381 Mathematics Seminar 1 Credit
Mathematics seminar for majors. To be taken for three semesters.
Prerequisite: junior standing.
Offered: fall & spring.

MAT 411 Topology 3 Credits
An introduction to topology, stressing concrete examples including surfaces. Point-set, geometric and algebraic topology with interconnections and applications.
Prerequisite: MAT 220.
Offered: occasionally.

MAT 421 Complex Analysis 3 Credits
Prerequisites: MAT 321 or PHY 335.
Offered: spring of even-numbered years.

MAT 430 Mathematics Seminar 1 Credit
Mathematics seminar for majors. To be taken for three semesters.
Prerequisite: junior standing.
Offered: fall & spring.

MAT 499 Independent Study 1-4 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.
Offered: occasionally.
Military Science Program (ROTC)

Full-Time Faculty: Lieutenant Colonel Chad Gosney; Captain Candice Freyburger; Captain D. Scott Harris; Captain Marcus E. Kelley; Captain Kevin M. Ryan; Sergeant First Class Steven T. Langridge; Rebecca M. Sparacino, Lieutenant Colonel (Retired); Andrew G. Ciepiela, Staff Sergeant (Retired); and Sylvia Thomas

The Military Leadership & Science (MLS) Program augments the college learning experience. The cornerstone of the MLS program is the development of leaders. Individual courses support the identification, assessment, and leadership development of young men and women. The goal of the MLS Program is to train confident and competent leaders of character for commissioning as officers in the United States Army, Army Reserve or Army National Guard. Every student taking MLS will learn superior organizational, leadership and managerial skills that will prepare them to lead in public service, business, military, and community organizations. This program is open to students of all majors and there is no requirement for previous military service or experience.

The traditional MLS program is four years: a two-year Basic Course (six credit hours/year), for which no military obligation is incurred, and a two-year Advanced Course (six credit hours/year), plus a U.S Military History Course (3 credits); for which there is a military obligation.

The Basic Course refers to the first and second year of the MSL curriculum. It is designed as a classroom and lab course that stresses the fundamentals of leadership. A freshman student would enroll in MLS 101 and MLS 111 in the fall and MLS 102 and MLS 112 in the spring. A sophomore would enroll in MLS 201 and MLS 211 in the fall and MLS 202 and MLS 212 in the spring. These courses are designed for students who want to improve their leadership. Instructors develop their students’ physical, mental and critical thinking skills through team building and collective hands-on problem solving case studies. A number of popular and challenging extra-curricular activities are available for students who take these courses. Students may take up to twelve Basic Course credits without obligation. The basic course sequence is required for all students that want to qualify for entry into the Advanced Course. MLS 210-Basic Camp is held at Fort Knox, KY, between the summer of the student’s sophomore and junior year. Basic Camp is a mandatory component for students who have not completed the 100- and 200-level MLS courses/labs. Students, with prior military service may also receive placement credit directly into the Advanced Course with approval from the Department Chair.

The Advanced Course is comprised of MLS 301 & MLS 311, MLS 302 & MLS 312, MLS 401 & MLS 411, MLS 402 & MLS 412, and MLS 480. Upon completion of this sequence and successful completion of Advanced Camp students are commissioned as Second Lieutenants in the Army, Army National Guard, or Army Reserve. Based on the students’ area of study, Military Science 300- and 400-level courses continue to bear free elective credit that may be used toward a student’s 120 hours needed to graduate.

For more information students should contact the Military Science Department located on the first floor in the Health Science Building.

Military Science Summer Credit

During the summer, students may receive 3 credits for completing MLS 210 at Ft. Knox, KY. CIET is a 29-day training program that is mandatory for all students seeking a Commission. Students must meet all contracting criteria to attend CIET; attendance may occur between either the freshman and sophomore year or sophomore and junior year. For more information on this program, contact the Military Science Department.

Juniors can receive credit for MLS 310 at Ft. Knox, KY during the summer between their junior and senior year. This is a demanding 30-day course designed to increase critical thinking and enhance leadership skills and is mandatory for all Advanced Course ROTC cadets.

Further details are available through the Canisius College Department of Military Science website (https://www.canisius.edu/academics/programs/rotc-canisius/).

Curriculum

Basic Course (incurred no military obligation)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLS 101</td>
<td>Introduction to the Army and Critical Thinking and Leadership Lab</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MLS 111</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLS 102</td>
<td>Introduction to Profession of Arms and Leadership Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MLS 112</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLS 201</td>
<td>Foundations of Leadership and Leadership Laboratory</td>
<td>3</td>
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<tr>
<td>&amp; MLS 211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLS 202</td>
<td>Foundations of Tactical Leadership and Leadership Laboratory</td>
<td>3</td>
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<tr>
<td>&amp; MLS 212</td>
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Advanced Course (incurred military obligation)

Student must either complete the Basic Course above or MLS 210 to enter the Advanced Course sequence.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MLS 301</td>
<td>Adaptive Team Leadership and Advanced Leadership Lab</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MLS 311</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MLS 302</td>
<td>Applied Team Leadership and Advanced Leadership Lab</td>
<td>3</td>
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<tr>
<td>&amp; MLS 312</td>
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<tr>
<td>MLS 401</td>
<td>Mission Command and the Army Profession and Senior Leadership Laboratory</td>
<td>3</td>
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<tr>
<td>&amp; MLS 411</td>
<td></td>
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<tr>
<td>MLS 402</td>
<td>Mission Command and the Company Grade Officer and Senior Leadership Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MLS 412</td>
<td></td>
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<tr>
<td>MLS 480</td>
<td>U.S. Military History</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: Students are required to sign up and participate in Leadership Labs during the Advanced Course even though they do not receive credit for the labs.

Roadmap

The following sequence of Military Science 100 and 200 level courses can each be counted as a 3.0 credit, free elective:

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MLS 101</td>
<td>MLS 102</td>
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<tr>
<td>&amp; MLS 111</td>
<td>&amp; MLS 112</td>
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</table>

**Sophomore**

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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MLS 201</td>
<td>MLS 202</td>
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<tr>
<td>&amp; MLS 211</td>
<td>&amp; MLS 212</td>
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</tbody>
</table>

**Junior**

<table>
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<tr>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>MLS 301</td>
<td>MLS 302</td>
</tr>
<tr>
<td>&amp; MLS 311</td>
<td>&amp; MLS 312</td>
</tr>
</tbody>
</table>
Courses

**MLS 101 Introduction to the Army and Critical Thinking** 3 Credits
This course introduces Cadets to the personal challenges and competencies that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, time management, goal setting, stress management, and comprehensive fitness relate to leadership, and the Army profession. Optional: Leadership Lab; three one-hour physical readiness training (PRT) sessions; one Field Training Exercise (FTX) per semester.
**Offered:** every fall.

**MLS 102 Introduction to Profession of Arms** 3 Credits
This course introduces Cadets to the personal challenges and competencies that are critical for adaptive leadership. Cadets learn the basic of the communications process and the importance for leader's to develop the essential skills to effectively communicate in the Army. Students will examine the Army Profession and what it means to be a professional in the US Army. Optional: Leadership Lab; three one-hour PRT sessions; one Joint FTX (JFTX) per semester.
**Offered:** spring.

**MLS 111 Leadership Lab** 0 Credits
Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming.
**Prerequisite:** Concurrent Enrollment in MLS 101, 102, 201 or 202. All students will be required to provide medical documentation that they are fit to participate in a normal college physical education course. Lab is conducted on Thursday from 3:00-5:00pm every week.
**Offered:** fall.

**MLS 112 Leadership Laboratory** 0 Credits
Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. Lab is conducted on Thursday from 3:00-5:00 pm every week.
**Prerequisite:** all students will be required to provide medical documentation that states they are fit to participate in a normal college physical education course. **Corequisite:** MLS 101, MLS 102, MLS 201 or MLS 202.
**Offered:** spring.

**MLS 199 Independent Study** 3 Credits
Students study selected military topics under the supervision of a cadre member.
**Prerequisite:** permission of the professor of military science.

**MLS 201 Foundations of Leadership** 3 Credits
This course explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework. Aspects of personal motivation and team building are practice planning, executing and assessing team exercises. Optional: leadership labs, three one-hour PRT sessions, one FTX per semester.
**Fulfills College Core:** Oral Communication
**Offered:** fall.

**MLS 202 Foundations of Tactical Leadership** 3 Credits
This course examines the challenges of leading teams in the complex operational environment. The course highlights dimensions of terrain analysis, patrolling, and operations orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations. Cadets develop greater self awareness as they assess their own leadership styles and practice communication and team building skills. Optional: leadership labs, three one-hour PRT sessions, one JFTX per semester.
**Offered:** spring.

**MLS 210 Basic Camp** 3 Credits
Required for all students seeking a Commission in the U.S. Army, Army Reserve or Army National Guard; this 29-day course is designed to challenge Cadets mentally, physically and prepare them to meet the challenges of becoming a Commissioned Officer. Basic Camp allows students to enter the ROTC Advanced Course without having taken MLS100 and 200 level courses. Students must be contracted to attend Basic Camp.
**Restrictions:** students must be approved by the ROTC enrollment officer to register.
**Offered:** summer.

**MLS 211 Leadership Laboratory** 0 Credits
Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. Lab is conducted on Thursday from 3:00-5:00 pm every week.
**Prerequisite:** all students will be required to provide medical documentation that states they are fit to participate in a normal college physical education course. **Corequisite:** MLS 101, MLS 102, MLS 201 or MLS 202.

**MLS 212 Leadership Laboratory** 0 Credits
Students are given opportunities to lead their peers in hands-on training in basic military skills such as land navigation, rifle marksmanship, tactics, drill and ceremony, first aid training and survival swimming. Lab is conducted on Thursday from 3:00-5:00 pm every week.
**Prerequisite:** all students will be required to provide medical documentation that states they are fit to participate in a normal college physical education course. **Corequisite:** MLS 101, MLS 102, MLS 201 or MLS 202.
**Offered:** spring.

**MLS 299 Independent Study** 3 Credits
Students study selected military topics under the supervision of a cadre member.
**Prerequisite:** permission of the professor of military science.

**MLS 301 Adaptive Team Leadership** 3 Credits
This course challenges Cadets to study, practice, and evaluates adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, Cadets continue to develop their leadership and critical thinking abilities.
**Prerequisite:** approval of ROTC enrollment officer. **Corequisite:** MLS 311L.
**Offered:** fall.
MLS 302 Applied Team Leadership 3 Credits
This course is an academically challenging course where you will study, practice, and apply the fundamentals of Army Leadership, Officership, Army Values and ethics, personal development, and small unit tactics at the team and squad level. At the conclusion of this course, you will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical mission. 
Prerequisite: student must be a contracted Cadet. Corequisite: MLS 312. 
Offered: fall.

MLS 310 Advanced Camp 3 Credits
CLC is a demanding 30 day course held at Fort Knox, KY which is designed to increase critical thinking skills and enhance leadership skills. It is required for all Advanced Course ROTC cadets. In addition to proving their leadership ability, cadets must meet established standards in physical fitness and demonstrate proficiency in military skills.
Prerequisites: MLS 301, 311, 302 and 312. 
Offered: summer.

MLS 311 Advanced Leadership Lab 0 Credits
Cadets apply basic military skills in small peer learning exercises and small unit training operations. Leadership positions are rotated to solve problems in tactics, land navigation, logistics and crisis reaction. Leadership lab is required for all contracted cadets working to earn a commission.
Corequisite: MLS 301. 
Offered: fall.

MLS 312 Advanced Leadership Lab 0 Credits
Cadets apply basic military skills in small peer learning exercises and small unit training operations. Leadership positions are rotated to solve problems in tactics, land navigation, logistics and crisis reaction. Leadership lab is required for all contracted cadets working to earn a commission.
Prerequisites: MLS 301 and MLS 311. Corequisite: MLS 302.
Offered: spring.

MLS 399 Independent Study 3 Credits
Students study selected military topics under the supervision of a cadre member.
Prerequisite: permission of the professor of military science.

MLS 401 Mission Command and the Army Profession 3 Credits
Mission Command and the Army Profession explore the dynamics of leading in the complex situations during Unified Land Operations I, II, and III. Examine the Art of Command and how to properly communicate with your NCOs and Soldiers during Taking Charge 1, 2 and 3, and Developing Others (counseling). During Cultural Awareness and Cultural Property Protection (CPP), you will discuss numerous situations on how ethical decisions impact personnel and the unit mission. Through the understanding of your roles and responsibilities, you will learn about Comprehensive Soldier Fitness (CSF), Being Ready and Resilient (R2C), and Individual and Family Readiness can assist you in preparing your Soldiers and their Families on reducing and managing stress during times of uncertainty.
Prerequisite: student must be a contracted Cadet. Corequisite: MLS 412. 
Fulfills College Core: Oral Communication
Offered: spring.

MLS 411 Senior Leadership Laboratory 0 Credits
Under cadre supervision, seniors plan, conduct and evaluate training for the underclass leadership labs. Seniors provide instruction, coaching and mentoring to underclass cadets, and conduct command and staff activities needed to run the cadet battalion. Participate in separate labs to enhance their understanding of Military operations.
Corequisite: MLS 401. Restriction: Approval by the ROTC enrollment officer.
Offered: fall.

MLS 412 Senior Leadership Laboratory 0 Credits
Under cadre supervision, seniors plan, conduct and evaluate training for the underclass leadership labs. Seniors provide instruction, coaching and mentoring to underclass cadets, and conduct command and staff activities needed to run the cadet battalion. Participate in separate labs to enhance their understanding of Military operations.
Corequisite: MLS 402. Restriction: Approval by the ROTC enrollment officer.
Offered: spring.

MLS 480 U.S. Military History 3 Credits
Explore the evolution of the United States Army from its origins in the Revolutionary War all the way through current operations in Iraq/ Afghanistan as well as the Global War on Terrorism. We will discuss in depth the effects the growth of our nation had on the development of a Professional Army. Students will gain an appreciation for the history of the U.S. Military through the study of wars, campaigns and battles while also gaining an understanding of the differences between strategic, operational and tactical levels. Further insight into battles will be taught by reflecting on events utilizing the 9-principles of war as a means of battle analysis. We will also explore the effects politics and international policy has on determining military strategies, also touching on the effects that different cultures/ ethnic groups have on both past and present military operations.
Prerequisite: student must be a contracted Cadet.

MLS 499 Independent Study 3 Credits
Students study selected military topics under the supervision of a cadre member.
Prerequisite: permission of the professor of military science.

Modern Languages, Literatures and Cultures

Chair: Richard Reitsma, PhD
Introduction

Our primary mission is to instill an awareness of language as an essential element of our thought processes, perceptions, and self-expressions. As recent world events have demonstrated, deep cultural knowledge and linguistic competence are necessary if one wishes to understand other people and their communities. We seek to provide students with the skills and intellectual breadth needed to communicate effectively and to play an active role in today's world. The Department of Modern Languages, Literatures and Cultures offers a Spanish major and minors in French and Spanish, as well as instruction in Italian and Polish. Language study combines uniquely with virtually any major; but of particular interest and practicality are dual majors with International Business and Marketing, International Relations, Bilingual Education, and Biology. Skills in a foreign language are often the deciding factor in an employer's choice between our graduates and equally qualified but monolingual peers. Language majors pursue rewarding careers in social work, international business, government service, teaching, interpreting, and scientific research, to mention but a few of the many exciting possibilities.

Over the course of the semester, each student in the Department of Modern Languages, Literatures and Cultures participates in or attends two cultural events or activities outside regular class time. Please consult the department for a listing of these offerings.

Qualifications

Each language course offered in the department must be completed with a grade of C or better in order to proceed to the next level. Any course with a grade of C- or below must be repeated. A placement exam, in combination with high school language experience, IB or AP exam scores, etc. will determine initial placement in the course sequences.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Modern Languages, Literatures and Cultures majors are required to study abroad for a minimum of four consecutive weeks in a formal pre-approved program in a country where the target language is an official language. Consultation with a Department of Modern Languages, Literatures and Cultures academic advisor, and the chair, is required prior to study abroad.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Additional information about dual majors is provided in the Modern Languages, Literatures, and Cultures curriculum information.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Native Speakers

Students who are native speakers of languages other than English may pursue a major in their native language. These students usually begin at the 300-level language courses.

Native speakers of languages other than English receive a language requirement waiver for other programs requiring a certain level of language proficiency if they are able to provide documentation of their native speaker status. Examples of documents include, but are not limited to, a school diploma received from a country where the language of instruction is not English or an internationally recognized examination certifying language abilities.

The Modern Languages, Literatures, and Cultures Department offers a Spanish major and minors in three languages.

Majors

- Spanish (p. 219)

Study abroad is required for any language major and encouraged for minors. There are a variety of study abroad options that are detailed in the description of each program.

Minors

The language minor is an interdisciplinary program aimed at developing Intermediate language skills and broad cultural understandings. It is designed with flexibility in order to accommodate students' personal and professional interests. Language and cultural studies minors prove to be important assets when seeking employment or applying to graduate schools. It also provides an incentive for students to study in upper division language and literature courses. Students who reach the intermediate level of French or Spanish have the opportunity of studying in Argentina, Costa Rica, Cuba, France, and Spain.

Students must complete six courses for Language and Culture Minor programs in French and Spanish.

- French (p. 217)
- Spanish (p. 222)

Up to two of these courses can be replaced by two FRC/SPA electives or two approved courses from other departments or two approved courses from study abroad. Pre-approved Internships and Campus Ministry service trips may count toward a minor. All electives from other departments are
subject to the Department of Modern Languages, Literatures, and Cultures Chair’s pre-approval, such as courses in PSC, LAS, IR, HIST, or HON.

Spanish (SPA) (p. 222)
French (FRC) (p. 217)
Italian (ITA) (p. 217)
Polish (POL) (p. 217)

Italian (ITA)

ITA 103 Introductory Italian I 3 Credits
Reading, writing, listening and speaking. Introduction to Italian culture. Course aim is for almost exclusive use of Italian in class.
Offered: fall.

ITA 104 Introductory Italian II 3 Credits
Continuation of ITA 103. Reading, writing, listening and speaking. Introduction to Italian culture. Course aim is for almost exclusive use of Italian in class.
Prerequisite: minimum grade of C in ITA 103 or permission of chair.
Offered: spring.

ITA 125 Italian Language Study Abroad 3 Credits
0-3 Credits Short-term study abroad Italian course in Italy. Open to all majors, regardless of knowledge of Italian. Consult with DMLLC faculty for specific information in any given year, including location and course fees. Participation must be approved by the chair. May fulfill SA requirements for IR or IB or other. Includes homestays, some excursions, and language classes.
Offered: summers, usually, or occasionally during January break.

ITA 215 Intermediate Italian 3 Credits
Continued development in writing, listening, speaking and especially reading Italian literary and cultural material. Comprehensive grammar review. Continued aim of almost exclusive use of Italian in class. Course may be offered via Study Abroad. Offered only occasionally. Please check with instructor and department chair for more information including travel fees.
Prerequisite: minimum grade of C in ITA 104.
Offered: occasionally.

Polish (POL)

POL 102 Survival Polish 1 Credit
Designed specifically for participants in the Campus Ministry annual trip to Poland. The goals for the course are directly related to the environment in which students work: summer camp for children. Offered occasionally: check with instructor, department chair, and campus ministry for further information.
Prerequisite: permission of instructor.
Offered: occasionally.

French Minor

Minor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td><strong>Intermediate Level Courses</strong></td>
<td></td>
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<tr>
<td>FRC 215</td>
<td>Intermediate French</td>
<td>3</td>
</tr>
<tr>
<td>FRC 217</td>
<td>Intermediate French II</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Intermediate High Level Conversation and Composition Courses</strong></td>
<td></td>
</tr>
<tr>
<td>FRC 323</td>
<td>Cinema for French Conversation</td>
<td>3</td>
</tr>
<tr>
<td>FRC 324</td>
<td>French Composition through Literature</td>
<td>3</td>
</tr>
<tr>
<td>FRC 325</td>
<td>Déjà vu, lu, entendu! News and contemporary issues in the Francophone media</td>
<td>3</td>
</tr>
</tbody>
</table>

One FRC elective (this list may change, current electives include the following) 3 Credits

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>FRC 427</td>
<td>Identities and Globalization</td>
</tr>
<tr>
<td>FRC 433</td>
<td>L’écriture de soi—the autobiography genre in French and Francophone Literature</td>
</tr>
<tr>
<td>FRC 447</td>
<td>Territories and Cultures of the French &amp; Francophone world: conquest/resistance/dev’t &amp; conservation</td>
</tr>
<tr>
<td>FRC 457</td>
<td>Rebellion &amp; Belonging in French History &amp; Politics 1789-2017</td>
</tr>
</tbody>
</table>

Total Credits 18

Up to two of these courses can be replaced by two FRC/GER/SPA electives or two approved courses from other departments or two approved courses from study abroad. Pre-approved Internships and Campus Ministry service trips may count toward a minor. All electives from other departments are subject to pre-approval by the chair of the DMLLC.

Courses

FRC 103 Introductory French I 3 Credits
Reading, writing, listening and speaking. Introduction to French and francophone cultures. Almost exclusive use of French in class.
Offered: every fall.

FRC 104 Introductory French II 3 Credits
Reading, writing, listening and speaking. Introduction to French and francophone cultures. Almost exclusive use of French in class.
Prerequisite: minimum grade of C in FRC 103 or equivalent (generally two to three years of high school French) or permission of the Chair.
Offered: spring.

FRC 215 Intermediate French 3 Credits
This course is designed as a thorough review of grammatical structures. Also emphasized is the building of vocabulary, increasing competence in the four skills (reading, writing, listening and speaking) and gaining an overview of Francophone cultures. Exclusive use of French in class.
Prerequisite: minimum grade of C in FRC 104 or two or three years of high school French.
Offered: fall.

FRC 217 Intermediate French II 3 Credits
This course is designed to thoroughly develop the four skills necessary for proficiency in French: reading, writing, listening and speaking. Also emphasized is the building of vocabulary in authentic cultural and literary contexts. Students will be introduced to the discussion of a full-length novel. The class is conducted in French.
Offered: Spring.

FRC 300 Intermediate Internship 3 Credits
Is an internship designed to provide a six-week immersion experience at the intermediate, low-advanced level. Students who participate in this program will serve as teaching assistants for English at the Ecole Nouvelle Meudon in a suburb of Paris. They will enhance their knowledge of French language and French culture through a homestay with host families and through their attendance in art and history classes delivered at the school. Students will be assessed on their involvement in the assistantship program at La Source and on the weekly reports that they will submit via a D2L platform dedicated to this program.
Prerequisites: min grade of C in FRC 217.
FRC 323 Topics in Conversation I 3 Credits
Contemporary communication skills emphasized in general exploration of contemporary culture of the Francophone world. Exclusive use of French in class. Phonetics included.
Prerequisite: minimum grade of C in FRC 217 or equivalent or permission of department chair.
Offered: Fall

FRC 324 French Composition through Literature 3 Credits
Distinguishing and producing effective and personal writing of different types - essays, correspondence, descriptions, self-portraits, and reports - through the analysis of the major literary currents of French literature, its canons, techniques and major contributions. Selected works of prose, poetry, and theater are discussed. Exclusive use of French in class.
Prerequisite: minimum grade of C in FRC 217 or equivalent or permission of department chair.
Offered: Fall

FRC 325 Déjà vu, lu, entendu! News and contemporary issues in the Francophone media 3 Credits
FRC 325 is an intermediate level course aimed at developing effective communication skills and targeting fluency in oral expression and verbal comprehension. The class is based on discussion of contemporary issues in the francophone world and is conducted entirely in French. Traditional (radio, newspaper, television) and digital media will be closely analyzed to comprehend foreign policies, environmental matters, civil rights, economics, and family structures, as well as the scientific and technological changes brought about by the integration of francophone societies into a globalizing world. Through a broad range of topics, students will be invited to develop not only their language skills, but also their curiosity for the place of news in the francophone world.
Prerequisite: grade of C or better in FRC 217 or permission of instructor.
Offered: Spring

FRC 326 Threads: weaving industry, culture, and commerce through the history of textiles. 3 Credits
Taught in English, this course explores the many aspects of textile production, one of the world's oldest and most thoroughly globalized industries. Textile production integrates agriculture, industry, engineering, and design, all of which will be considered from historical and contemporary perspectives. Although this course is not a survey on the history of fashion, it will integrate a study of apparel construction and production, with an introduction to the legal and technical frameworks in use in the current ready-to-wear industry. This course incorporates an individualized project for assessment. Students will need to choose the area in which they will complete their project among the categories offered (textiles for second languages, for historians, for designers, or for business).
Fulfills College Core: Field 4 (History), Global Awareness
Offered: Occasionally

FRC 400 French Internship 3 Credits
Professional Internship. Open to ALL majors, though intermediate French knowledge expected. Internships require an application and approval by the associate dean.
Prerequisite: permission of the department chair & associate dean.

FRC 417 The French and Francophone World at Work 3 Credits
This course will embark on a study of French and francophone working society at large. The practical approach will lead students to develop a series of written and oral artifacts, designed to simulate a realistic experience working in a French context. Interviews, cover letters, CVs, goals and objectives, and negotiation will be practiced. In parallel, the course, which will be conducted entirely in French, will discuss the French and francophone work force in its wide-ranging social and economic facets. The major questions of working time, innovation, legislation, life-work balance, as well as integration in global competition, will be considered.
Prerequisites: minimum grade of C or better in FRC 217 or FRC 332, and C or better in FRC 323 or FRC 324, or permission of instructor.
Offered: Fall, every 3 years.

FRC 427 Identities and Globalization 3 Credits
In the broader context of a globalized world, this course will examine the integration and resistance of identities through a discussion of the institutions of post-war France and the technological developments, and evolution of political structures, with a particular emphasis on current events and contemporary media. This class is entirely conducted in French.
Prerequisites: minimum grade of C or better in FRC 217 or FRC 332, and C or better in FRC 323 or FRC 324, or permission of instructor.
Offered: Occasionally.

FRC 433 L'écriture de soi--The autobiography genre in French and Francophone Literature 3 Credits
This course is a survey of the major intellectual and artistic trends of the twentieth century in France and the francophone world through a study of significant poetic, prose, and dramatic works by various authors of the French literary canon. The genre of autobiography is the gate of entry for this advanced course. The book selection will invite students to discover the diverse territories and cultures in rural France, Paris, Congo, Vietnam, Québec, and the Maghreb, among others, through the lens of individual lives. Such a program will lead us to discuss the rich lives, of renowned authors who wanted to share with their readers the story of their voyages. The genre of autobiography opens numerous themes and questions including immigration by choice or obligation, nostalgia, cultural fusion, decolonization, materialism, and exoticism.
Prerequisites: minimum grade of C or better in FRC 217 or FRC 332, and C or better in FRC 323 or FRC 324, or permission of instructor.
Offered: Occasionally.
FRC 447 Territories and Cultures of the French & Francophone world: conquest/resistance/dev't & conservation 3 Credits
The territories of the francophone world, spread over four continents, are the legacy of cultural and historical constructions, conflicts and ideals. What were the contributions of travelers such as Chateaubriand, Rousseau or Champlain to our knowledge and perception of Syria, Lebanon or Quebec? How does the colonial past affect the infrastructure of modern-day Asia and Africa? What were the different stages of occupation and transformation of the Bay of Tonkin? What were the sites of the Algerian resistance, and who were the leaders of the Maghreb Awakening? The course will explore these kinds of questions through the writings of francophone authors. Through the work of Maryse Condé, the unique biotope of the mangrove in Guadeloupe and its creole culture will be analyzed together. With the historian Fernand Braudel, the topic of France as part of the greater Mediterranean world will be debated. The course will also include a discussion of the transformation of the territories, their usages and perception, through Michel Houellebecq’s thought-provoking essay, “The Map and the Territory.” Between development and conservation, the changing roles of tourism and agriculture, as former adversaries and new allies, will also be part of this trans-disciplinary study.
Prerequisite: FRC 217.
Offered: spring of even-numbered years.

FRC 457 Rebellion & Belonging in French History & Politics 1789-2017 3 Credits
This course examines the strengths and challenges of national integration and rebellion in France from the French Revolution to the 2017 presidential elections. The French Revolution of 1789 will launch this survey of the major events that led to the construction of Modern France. Since the Revolution’s outbreak, observers have debated several questions: What is the legacy of the French Enlightenment? What were the causes of the French Revolution? How did the Napoleonic conquests create a new social order while also raising fierce resistance among European societies? In what ways were the Haussmann architectural reforms of Paris a response to the revolutionary culture of “the barricade”? Was the “Paris Commune” a pre-communist movement? Who were the heroes of the Résistance during World War II and how did their ideals and struggles shape a new role model for the post-war generations? We will also examine the cultural changes that led to the end of the De Gaulle era, the Mai 68 uprising, the sexual revolution, and the adhesion of France to a new and peaceful European ideal. Was the 2017 presidential election a democratic reaction against the traditional two-party system? The course aims to interrogate over two centuries of French history since 1789, reading across the disciplines.
Prerequisites: C or better in FRC 215 or FRC 217 and FRC 323, FRC 324, FRC 331 or FRC 332.
Offered: every third fall.

FRC 499 Independent Study 3 Credits
Independent study requires permission of the chair and associate dean. Independent studies require an application and approval by the associate dean.
Prerequisite: minimum grade of C or better in FRC 217 or FRC 332, and C or better in FRC 323 or FRC 324, or permission of instructor.

Spanish (BA)
Chair: Dr. Richard D. Reitsma, PhD (reitsmar@canisius.edu)

Our primary mission is to instill an awareness of language as an essential element of our thought processes, perceptions, and self-expressions. As recent world events have demonstrated, deep cultural knowledge and linguistic competence are necessary if one wishes to understand other people and their communities. We seek to provide students with the skills and intellectual breadth needed to communicate effectively and to play an active role in today’s world. The Department of Modern Languages, Literatures, and Cultures (https://catalog.canisius.edu/undergraduate/college-arts-sciences/modern-languages-literatures-cultures/) offers a Spanish major and minor, as well as instruction in Italian and occasionally Polish.

All students in Spanish classes are expected to participate in tertulias to practice the language in a more informal setting. Spanish classes include a fee (https://catalog.canisius.edu/undergraduate/tuition-fees-aid/tuition-fees/#feestext) to cover tertulia costs. Additionally, over the course of the semester, each student in the Department of Modern Languages, Literatures, and Cultures participates in or attends two cultural events or activities outside regular class time. Please consult the department for a listing of these offerings. Some classes also incorporate meaningful Service Learning and Dual Virtual Immersion Sessions (SPA 323 & 324) with native speakers as part of the class curriculum.

Language study combines uniquely with virtually any major; but of particular interest and practicality are dual majors with International Business and Marketing, International Relations, (Bilingual) Education, Biology/Pre-Med, Social Work, and many more. Skills in a foreign language and cultural competency are often the deciding factor in an employer’s choice between our graduates and equally qualified but monolingual peers. Language majors pursue rewarding careers in social work, international business, government service, teaching, interpreting, and scientific research, to mention but a few of the many exciting possibilities.

Medical and Social Work Fields: Studies and our own alumni testimonials show that service delivery and patient outcomes are greatly increased when providers speak the languages of their patients. We have many graduates in the field who have testified to the importance of their study of language in delivering impactful patient care.

Law Professions: Many of our graduates go on to law schools and practice various kinds of law, including immigration law and (inter)national corporate law.

Teaching/Education Administration: Many of our graduates land jobs immediately upon graduation and certification, both locally, nationally, and internationally due to the high demand for educators with foreign language knowledge. Other graduates are involved in leading offices of college Study Abroad Programs, Campus Ministry, Service Learning, and Immersion Programs.

Business, Commerce, Trade: Work with international partners in all aspects of global business, management, banking, and trade. Target foreign language entrepreneurs, workers, and consumers in the US. Our graduates in these fields recount the importance of cultural competency and language skills in developing strong customer relations.

Communications & Media: Areas of nonprofits, journalism, broadcasting media, communications, public relations, and advertising.

Foreign Relations: Works with US government agencies and international non-profit organizations to inform and enhance relations between countries through foreign diplomacy, intelligence, policy, and law.

International Development & Human Services: Works with US government agencies and non-profit organizations developing and advocating for economic, political, and social issues on behalf of those living abroad and those immigrating to the US.
Research: Involves conducting research to inform educational programs, policy development, and other educational or political interests.

Jobs to Consider: Medicine, Law Diplomacy/Foreign Service/International Relations, Immigration, Policy, Intelligence, Law Enforcement, Social Work, Education, Urban Planning, Economics, Advocacy, Education (Teaching, Administration, Study Abroad Coordinator, International Student Coordinator), Translation/Interpretation, Travel, Fundraising/Development/Community Outreach & Advocacy

Places to Seek Employment: Nonprofit Organizations, Research Institutes & Foundations, Newspapers/Magazines/Book Publishers, Government (Regional, State, National), Schools & Universities, Banking & Finance & Consulting Institutions, Domestic/Foreign Corporations, Museums, Travel and Hospitality, Film & Television, NGOs.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

Spanish majors are required to complete ten courses at the 200-level or higher with a grade of C or better. A student cannot proceed from one level to the next without a C or better grade in the previous level.

- An SPA minor is 6 courses at the 215 level and higher, with a grade of C or better in each course. Up to two of these courses, with chair approval, can be fulfilled in English, via courses such as Politics of Latin America.
- An SPA concentration in Education is 10 courses at the 215 level and higher, with a grade of C or better in each course.
- An SPA major is 10 courses at the 215 level and higher, with a grade of C or better in each course, plus an approved Study Abroad experience, which is usually credit bearing. And a 1 credit capstone project during their senior year.
- Please note the following: SPA courses must be taken in sequence from 103 to 104 to 215 to 217 (placement exam will determine what level you start at). After 217, there are 3 three-hundred level courses (323, 324, 332) that can be taken in any order. You may, upon chair permission, take 217 and 323 or 324 if you have the skill set necessary. Upon completion of at least one 300 level course, you may take SPA electives (400 level courses) and you may take one 300 and one 400 level course per semester. Note that we only offer one 400 level course per semester, not counting credits from short term Study Abroad faculty-led trips.
- Additionally, if students have reached their 10 courses after Study Abroad, the students are still required (unless a waiver is petitioned and granted before studying abroad) to take one 400 level course or the capstone in the Department after returning from Study Abroad for the purposes of assessment.

The courses are:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 215</td>
<td>Intermediate Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 332</td>
<td>Advanced Spanish Composition</td>
<td>3</td>
</tr>
<tr>
<td>SPA 490</td>
<td>Spanish Capstone Portfolio Project</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits 31

If starting at 300-level or its equivalent, two additional electives must be completed in order to achieve the required 10 course total for the major (6 for the minor).

If a student arrives at Canisius with HS, AP, or Transfer credits, that student must first take the Placement Test to determine the correct course placement, after which credits from elsewhere can be assigned/determined as part of the SPA curriculum or as Free Electives. Please contact the chair or the Griff Center (for incoming freshmen and transfer students) for access to the placement test.

Study Abroad Requirements

Spanish majors are required to fulfill an immersion experience in the language.

1. A study abroad experience for a minimum of four consecutive weeks in a formal, pre-approved program in Spanish is required (this could be a short-term or semester-long experience). The department chair may approve alternate immersive experiences as fulfilling this requirement in exceptional circumstances. These alternate immersive experiences might not carry language credit. Students are encouraged to consult with the chair.

2. Language majors who choose to spend a semester abroad at a foreign university may count up to three courses (worth 9 US credits/equivalents) toward their Spanish major as long as these courses are taught in the target language and have been pre-approved by the chair of the department of Modern Languages, Literatures and Cultures.

3. Students who spend more than one semester studying at a foreign university may count up to an additional two courses (equating to up to 6 US credits) toward their Spanish major, if pre-approved by the chair of the department of Modern Languages, Literatures and Cultures. Thus, a student who studies abroad for more than one semester or more than one short-term program may count up to a maximum of 5 courses (equating to 15 US equivalent credits total) toward their
language major. These courses could also likely fulfill core, HON core, or requirements in other majors. Check with relevant chairs, program directors, or Associate Deans for confirmation.

4. Credits for short-term and immersion programs are determined by the department chair and are based on the contact hours in the language.

5. As a general rule, students complete the 200-level sequence or the equivalent and one 300-level course at Canisius College prior to studying at a foreign university or completing their alternate immersion experience. Canisius policy is usually to require 3 semesters of study or second-semester Sophomore standing to study abroad. Qualified and mature Freshmen may participate in a faculty led short-term program, with Chair’s permission.

6. Consultation with a department of Modern Languages, Literatures and Cultures academic advisor, and the Chair, is required prior to study abroad.

7. As stated above, students must complete at least one course (or the Spanish capstone) in the major upon return to Canisius College.

### Cultural Requirement

Over the course of the semester, each student in the Department of Modern Languages, Literatures and Cultures will participate in or attend two cultural events or activities outside regular class time. Please consult the department for a listing of these offerings. As a general rule, students in 100 level courses must attend 1 event, while students in 200 level and above must attend two. Additional events may, at instructor discretion, count for additional points. All events must be approved by the instructor as fulfilling the requirement, and must be related to Spain, Latin America, or the Latinx Diaspora.

### Roadmap

#### Sample Semester Schedule for Major Course Requirements

Please note that the following road map shows a typical progression for students that begin the SPA major with SPA 215. Students who start at a different level or who are double-majoring should meet with the chair to plan their course of studies. We have also provided a roadmap for students who are starting at the introductory level below.

<table>
<thead>
<tr>
<th>Freshman</th>
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<th>Sophomore</th>
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<th>Junior</th>
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<th>Senior</th>
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<tr>
<td>Fall</td>
<td>SPA 215</td>
<td>Fall</td>
<td>SPA 324</td>
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<td>SPA 332</td>
<td>Fall</td>
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<tr>
<td>SPA 217</td>
<td></td>
<td>SPA 217</td>
<td>SPA 323</td>
<td>Fall</td>
<td>SPA elective²</td>
<td>SPA elective²</td>
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<td>SPA elective²</td>
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<td>SPA elective²</td>
<td></td>
<td>Study Abroad¹</td>
<td>SPA elective²</td>
<td>SPA elective²</td>
<td></td>
</tr>
</tbody>
</table>

1 Students should meet with the chair to plan course schedules for their study abroad and how those courses count toward the students’ SPA major.

2 Students should meet with the chair to determine which courses may be counted as SPA electives for the major.

### Learning Goals & Objectives

#### Student Learning Goal 1

Spanish Language majors will demonstrate effective skills at the ACTFL advanced-low level according to two Communicative Modes: Interpersonal and Presentational.

Students will:

- **Objective A**: Actively and accurately negotiate meaning in fluent interpersonal communications.
- **Objective B**: Accurately and fluently present oral information, concepts and ideas in a cohesive manner to an audience.

#### Student Learning Goal 2

Spanish Language majors will critically analyze cultural production in the target language.

Students will:

- **Objective A**: Assess, interpret and assign meaning to numerous types of cultural production including literature, film, essay, and art.
- **Objective B**: Place various types of cultural production in a wider cultural and historical context.

#### Student Learning Goal 3

Spanish Language majors will design and carry out an original project in which the target language is the major research tool and vehicle of expression.

Students will:

- **Objective A**: Create a project that demonstrates comprehension of cultural productions indicated by a clear thesis and a developed argument.
• Objective B: Demonstrate a mastery of information literacy tools and the integration of secondary sources in his/her work.

Minor

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<tr>
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<tbody>
<tr>
<td>SPA 215</td>
<td>Intermediate Spanish</td>
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<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition</td>
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</table>

Intermediate High Level Conversation and Composition Courses

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Conversation</td>
<td>3</td>
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<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 332</td>
<td>Advanced Spanish Composition</td>
<td>3</td>
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Advanced Low Courses

<table>
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<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One SPA elective</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 18

With Chair approval, up to two of these courses can be replaced by two SPA electives or two approved courses from other departments or two approved courses from study abroad. Internships and Campus Ministry service trips (pre-approved by Chair) may count toward a minor. All electives from other departments are subject to pre-approval by the chair of the DMLLC.

Courses

SPA 103 Introductory Spanish I 3 Credits
Reading, writing, listening and speaking. Introduction to Hispanic culture. Almost exclusive use of Spanish in class.

Offered: every fall.

SPA 104 Introductory Spanish II 3 Credits
Reading, writing, listening and speaking. Introduction to Hispanic culture. Almost exclusive use of Spanish in class.

Prerequisite: minimum grade of C in SPA 103 or equivalent or permission of chair.

Offered: every spring, and occasionally fall.

SPA 215 Intermediate Spanish 3 Credits
Building on grammar and vocabulary learned in 103 & 104, this course continues the focus on grammar and vocabulary and increasing competence in the four linguistic skills and gaining an overview of Hispanic cultures. Emphasizing writing and speaking. Exclusive use of Spanish in class.

Prerequisite: minimum grade of C in SPA 104 or equivalent or permission of chair.

Offered: fall & spring.

SPA 217 Introduction to Spanish Composition 3 Credits
The first of two composition courses designed as a thorough review of grammatical structures, with a focus on Spanish composition and translation at the intermediate level. Course focuses on historical and contemporary realities of Latin America including indigenous populations, economics, environment, human rights, politics, art and music. Course will explore these issues via cultural icons such as Sor Juana, Frida Kahlo, Che, Residente, and others. Extensive use of GoogleDocs. Emphasizes the building of vocabulary, increasing competence in the four linguistic skills (reading, writing, listening, speaking) and gaining an overview of Hispanic cultures. Exclusive use of Spanish in class.

Prerequisite: minimum grade of C in SPA 215 or equivalent or permission of chair.

Offered: fall & spring.

SPA 323 Topics in Conversation I: Peninsular Culture and Conversation 3 Credits
One of 2 non-sequential conversation courses. Contemporary communication skills emphasized in general exploration of crucial moments in the history of Spain and its contemporary culture. Exclusive use of Spanish in class. Weekly conversation with peers in Latin America or Spain via Dual Immersion (using Apps such as WhatsApp, Zoom, or Skype). Service Learning frequently required.

Prerequisite: minimum grade of C in SPA 217 or equivalent or permission of chair.

Offered: every fall.

SPA 324 Topics in Conversation II: Latin American Culture and Civilization 3 Credits
One of 2 non-sequential conversation courses. Contemporary communication skills emphasized in general exploration of contemporary culture of Latin America. Exclusive use of Spanish in class. Weekly conversation with peers in Latin America via Dual Immersion (using Apps such as WhatsApp, Zoom, or Skype). Service Learning frequently required.

Prerequisite: minimum grade of C in SPA 217 or equivalent or permission of chair.

Offered: every fall.

SPA 332 Advanced Spanish Composition 3 Credits
Distinguishing and producing effective writing based on short stories and short films. Emphasis on advanced structures of Spanish grammar. Exclusive use of Spanish in class.

Prerequisite: minimum grade of C in SPA 217 or equivalent or permission of chair.

Offered: every fall.

SPA 336 Latin@s in the US: Latino Literature and Film 3 Credits
The course will explore the Latino struggle of belonging, or not belonging, to the mythic U.S. melting pot. We will explore Latin@ literature primarily from the last half of the previous century to contemporary writers. We will problematize the term “Latin@” in terms of race, ethnicity, country of origin, and cultural variables. Furthermore, the unease of belonging to neither the locus of the U.S. nor to the country/culture of origin/ancestry will be further explored in light of other marks of identity difference, including race, gender, sexuality, religion, and class. The difficulty of finding an identity, a locus, and the various modes of adaptation and adoption will be explored through the literary production of Latinos trying to articulate the state of (not) belonging for themselves as well as to give voice to their community. While the course will strive to give an historical perspective to the issues at hand, our focus will be more on the literary production of the 20th/21st centuries, when Latin@ literature blossomed in the context of Civil Rights and the social upheavals of the mid century. Knowledge of Spanish not required. Course is taught IN ENGLISH. This course fulfills core attributes Field 3 (Literature and the Arts) and Diversity and counts for the SPA minor but generally not for the major. Chair approval required for the course to count in the major.

Prerequisite: Successful completion of ENG 111 and 112 with grade of C or better, or equivalent.

Fulfills College Core: Diversity, Field 3 (Literature and the Arts)

Offered: occasionally.
SPA 346 Short Term Study Abroad Language Course 3 Credits
Short term (summer, usually, or occasionally during January break) study abroad course run by the Modern Languages, Literatures, and Cultures faculty. Students with various levels of language skills can be accommodated. Locations include Mexico, Cuba, and Spain. Consult with DMLLC faculty for specific information in any given year, including specific course fees. Fulfills DMLLC Study Abroad requirement. Participation must be approved by the chair. Homestays are offered in some countries. Excursions frequently included. Open to all majors, though occasionally some programs will require intermediate or better Spanish language skills -- consult with the instructor leading the program and/or the chair.
Prerequisite: Some Spanish classwork preferred: completion of SPA 215 with grade of C or better, though lower levels of Spanish (or no prior Spanish study) may also be considered if academically strong and mature student. Permission of instructor required.
Offered: occasionally.

SPA 348 Short Term Study Abroad Culture Course or Internship 3 Credits
Short term (summer, usually, or occasionally during January break) study abroad course run by the Modern Languages, Literatures, and Cultures faculty. Locations include Costa Rica, Mexico, Argentina, Cuba, and Spain. Course may involve culture related coursework, an internship, or service learning. Consult with DMLLC faculty for specific information in any given year, including specific course fees. All work in Spanish, although students with various levels of language skills can be accommodated. Fulfills DMLLC Study Abroad requirement. Participation must be approved by the chair. Homestays are offered in some countries. Excursions frequently included. Open to all majors though occasionally some programs will require intermediate or better Spanish language skills -- consult with instructor leading the program and/or the chair.
Prerequisite: Some Spanish classwork preferred: completion of SPA 215 with grade of C or better, though lower levels of Spanish may also be considered if academically strong and mature student.
Offered: occasionally.

SPA 400 Spanish Internship 1-3 Credits
Professional Internship. Open to ALL majors, though intermediate Spanish knowledge expected. Internships require an application and approval by the associate dean.
Prerequisite: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair & associate dean.

SPA 405 Spanish Literary Myths 3 Credits
A focus on the construction of three Spanish and French literary myths: Don Quixote, Don Juan and Carmen. Students will study its original sources, development, transformation, and historic interpretation, as well as its contemporary versions based on literature, visual arts and music. Exclusive use of Spanish in class.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair.
Offered: spring 2019.

SPA 410 Finding Your Way: The Camino Pilgrimage 3 Credits
The El Camino study tour is a 10-day walk following one of the oldest medieval pilgrimage routes to St. James Cathedral in Santiago de Compostela, in Northeast Spain. Participants will experience the history, politics, and culture that contributed to the construction of the pilgrimage and will be able to place it in a contemporary, European context. Lectures, readings and films, and physical preparation for the 65-mile journey needed to obtain an official certificate of the pilgrim. Strict selection process (including, but not limited to: physical ability to complete the walk, commitment to the values of the Camino & those of the Department of Modern Languages, Literatures, and Cultures: multiculturalism and open-mindedness). Students may go on the walk without credit, or opt for 1 credit (section A). In addition, students have the option to stay for classes for an additional week (for 2 credits, Section B) or for 2 additional weeks (for a total of 3 credits, section C). The 1-2 additional week(s) involve language classes, homestays, and independent research project(s) (ANY topic/major, English/Spanish). Open to all students regardless of major or language ability. Consult instructor (Dr. Stefanski) for fees/additional information and the chair for questions regarding Study Abroad credit.
Prerequisite: permission of instructor required.
Offered: occasionally in spring with the walk in May/June.

SPA 415 Roman, Arab and Jewish Spain: Journey in Time 1 Credit
This study tour takes students to Southern Spain and its historic cities of Mérida, Seville, Córdoba, and Granada. They delve into aspects of the culture of Spain that distinguish her from other nations and geographic regions. The formation of this unique and unrepeatable identity is rooted in the historic and cultural foundations with emphasis on Roman, Arab, and Jewish Spain. The impact of these three cultures on the Iberian Peninsula marked the beginning of the formation of Spain’s national identity in terms of language, religion, law, literature, architecture, infrastructure, agriculture, and gastronomy.
Prerequisite: Requires Instructor Permission.
Offered: usually Spring, every other year, during Spring break or in May.

SPA 420 Personal Narrative: Understanding Reality and the Self in Contemporary Spanish Narrative. 3 Credits
Prerequisites: C in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair.
Offered: occasionally in spring.

SPA 436 Detective Fiction: Murderous Seduction 3 Credits
Explores the detective novel and film in Spain and Latin America focusing on socio-political interpretations & cultural contexts, the characteristics of the genre, motivations for writing/reading such fiction, and the classification of this fiction as low/high-brow. We will also explore the deconstruction of the genre and the detective novel as self-parody. Exclusive use of Spanish in class.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair.
Offered: occasionally in fall.
SPA 444 Magic Realism in Fiction & Film from Latin American Origins to a Global Phenomenon 3 Credits

The course will explore the origins of magic realism, attempt to define it, and consider the function of magic realism as political protest (and contrast it with science fiction and fantasy). We will also explore what makes magic real by examining the issue of perspective, faith, and marginalization and responses to colonialism/postcolonialism and other forms of oppression. While magic realism began as a form of discourse specific to the Caribbean’s multi-ethnic, postcolonial, revolutionary ambience, it has become a worldwide phenomenon, used to define ethnic, racial, gender, sexual, or even national identity in the post-colonial environment since the last half of the 20th century. Magic realism attempts to manipulate western forms of narrative (the novel) to articulate a non-Western reality, as a form of communication. In Gabriel García Marquez words, it is an attempt to “render our reality believable”. Other questions we will explore include how magic realism has evolved from a post-colonial mode of discourse, to a narrative form employed by other oppressed or underrepresented groups, including women, homosexuals, and the poor. This intercouse between opposing forces (articulated in terms of race, class, culture, sexuality, etc.) is the new direction of magic realism.
Prerequisite: ENG 111 & ENG 112.
Fulfills College Core: Field 3 (Literature and the Arts), Global Awareness
Offered: occasionally.

SPA 453 Almodóvar and La Movida: The Films of Pedro Almodóvar 3 Credits

Exploration of the transgressive, revolutionary, titilating films of Pedro Almodóvar and the birth of a new Spain after the death of Franco, tracing the trajectory and development of his cinematic narrative technique from his earliest films to his more recent films, exploring the excoriating of class, gender, sexuality, politics, and identity in his oeuvre. Exclusive use of Spanish in class.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair.
Offered: occasionally in fall.

SPA 455 Spanish Short Fiction 3 Credits

A study of Spanish short-short literary fiction, Almodóvar’s cinematography and graffiti art as expressions of Postmodern high and low cultures. Exclusive use of Spanish in class.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324, or permission of the department chair.
Offered: occasionally in spring.

SPA 456 Cuban Cinema of the Revolution 3 Credits

This course explores how film is politically charged in Cuba. How do directors work around and within the Cuban government’s censorship to critique the Revolution as well as balance that critique with a love for the country and its people? Addresses how countryside and Havana are not just architecture or geography, but characters in their own right. Explores issues of race, gender, sexuality, class, and religion within Cuba and the exile community. No prerequisite for non SPA credit. Exclusive use of Spanish in class (exceptions can be made for those going on the trip, upon consultation with instructor and approval of chair).
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324, or permission of the department chair.
Offered: occasionally.

SPA 457 Cuba Immersion Experience 3 Credits

Delving deep into the history, culture, economics, and politics of Cuba, this course explores the complex character of the largest Caribbean island, and its complicated relationship to the US. This course is a follow up to SPA 456: Cuban Cinema of the Revolution. Students should take SPA 456, though some exceptions may be made at the discretion of instructor. The course runs three weeks in Havana and the provinces in late December through first weeks of January. Course will include site visits, lectures and visits on history, politics, society, medicine, gender and sexuality, labor, religion, and education. Home stays included.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324, or permission of Chair.
Offered: occasionally.

SPA 459 The Body Erotic/The Body Politic: Sexuality as Political Discourse in Latin America and Spain 3 Credits

Explores how ‘deviant’ sexuality (homosexuality, lesbianism, incest, and miscegenation) are used as political discourse in contexts where political dialogue is restricted. Examines how art deals with issues of the sexual body in terms of the political body, exploring the political uses of the body as well as the sexualization of the political. Exclusive use of Spanish in class.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair.
Offered: occasionally in fall.

SPA 460 Lorca and his Épouqe 3 Credits

Prerequisites: minimum grade of C in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324; or permission of chair/instructor.
Offered: occasionally in spring.

SPA 490 Spanish Capstone Portfolio Project 1 Credit

Graduating majors will collect a portfolio of their work during their time at Canisius. Students will summarize their experience of studying Spanish through a 5-10 page reflective paper (written in the target language) discussing the progress they have made in skills (reading, writing, speaking, listening) and knowledge (culture). Students will also synthesize how their knowledge of Spanish will impact their futures (graduate school, year of education. Home stays included.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of chair/instructor.
Offered: occasionally in fall.

SPA 499 Independent Study 1-6 Credits

Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.
Prerequisites: C or better in SPA 217 or SPA 332, and C or better in SPA 323 or SPA 324. Or, permission of the department chair.
Offered: every fall and spring semester.

Philosophy (BA)
Chair: Philip Reed, PhD
Introduction

Philosophy probes into some of the deepest questions of human life. What is the nature of reality? What is truth? What is happiness? What is justice? The philosophy curriculum explores these — and many other — fundamental questions and helps students to formulate reasonable answers to these questions.

A Cornerstone of Jesuit Education

Philosophy has been a cornerstone of Jesuit education since the founding of the first Jesuit colleges and universities in 17th century Europe. Educators at Jesuit colleges and universities in the United States continue to recognize the special province of philosophy as a place where our human powers to think abstractly and to cultivate our capacities to understand and to enjoy living. Raise critical questions and use reasoned argumentation to develop normative standards for guiding a person’s relationship to his/her community. Promote reasoning about human nature and human values to help provide bridges between religious belief and contemporary intellectual directions. Value integrity, commitment to truth, excellence and understanding with an aim to enhance our expressive powers, our knowledge, foresight and sense of direction. Philosophy is an especially ennobling discipline since it elevates what is common in being human while also nurturing individuality and self-esteem. Studying philosophy helps to cultivate responsible citizenship by promoting thoughtful reflection on contemporary cultural and intellectual currents, by critically assessing the discourse of public officials, and by identifying unfounded assertions and biased opinions with an aim to replace them with responsibly reasoned argumentation. Consequently, philosophy holds a special place in a liberal arts curriculum at a Jesuit college or university just in its capacity to objectify the human condition and to contribute to our becoming more fully human.

Department Mission

To fulfill its Ignatian mission, the Philosophy faculty provides programs of instruction to cultivate an abiding sense of responsibility as men and women for and with others by focusing on the service of faith and the promotion of justice. The faculty considers it crucially important that a good education addressing such concerns has a firm foundation in the history of philosophy and its principal branches, and the issues of moral philosophy, together with special attention to examining argumentation. Equally important is the Philosophy faculty’s interest cultivating discussion about the notions of the common good and social justice. For more information, please visit our Philosophy department website (https://www.canisius.edu/academics/programs/philosophy/).

Qualifications

Students must maintain an overall 2.0 GPA in their undergraduate studies and a 2.0 average in their philosophy program to graduate with a degree in Philosophy.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Curricular Components of a Philosophy Major

Students desiring to major in philosophy might have scholarly interests to pursue graduate study in philosophy or to acquire competence in philosophy for a diversity of reasons including advanced study in other disciplines. To help students satisfy these interests, the Philosophy faculty offers a major that maintains intellectual and academic rigor while promoting the mission to educate for others with attention to the principle of cura personalis. The curriculum combines a historical, a topic, and a fields approach to construct a unified program of instruction. Since our mission emphasizes concern with critical examination of values and principles of ethics and justice, the major curriculum requires one course in study and analysis of argumentation and two courses in the study of ethics, one of which is theoretical.

Supplemental Study

The Philosophy faculty encourages each philosophy major to supplement his/her course of study by taking advantage of the large number of free electives available. We recommend that students advance their study of classical and modern languages, and to complement their history of philosophy sequence with appropriate history courses. There is a wide array of fine liberal arts courses in the various departments of the College of Arts and Sciences. Philosophy requires a breadth of knowledge in many disciplines.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Co-Curricular Activities

The Philosophy faculty encourages majors and minors to participate in the on-going activities of the Department. Students are invited to the regular colloquia. Students are invited to make presentations to try out the results of their research. In addition there are the Philosophy Club and the Philosophy Honors Society, Phi Sigma Tau.
Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 225</td>
<td>Logic</td>
<td>3</td>
</tr>
<tr>
<td>PHI 300</td>
<td>History of Philosophy I</td>
<td>3</td>
</tr>
<tr>
<td>PHI 310</td>
<td>History of Philosophy II</td>
<td>3</td>
</tr>
<tr>
<td>Ethical Theory - Select one of the following:</td>
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<td></td>
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<tr>
<td>PHI 240</td>
<td>Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHI 241</td>
<td>Ethics: Traditions in Moral Reasoning</td>
<td></td>
</tr>
<tr>
<td>PHI 252</td>
<td>Happiness, Virtue and the Good Life</td>
<td></td>
</tr>
<tr>
<td>PHI 261</td>
<td>Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>Applied Ethics - Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHI 242</td>
<td>Ethical Issues in Business</td>
<td></td>
</tr>
<tr>
<td>PHI 243</td>
<td>Bio-Medical Ethics</td>
<td></td>
</tr>
<tr>
<td>PHI 244</td>
<td>Environmental Ethics</td>
<td></td>
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<tr>
<td>PHI 245</td>
<td>Animal Ethics</td>
<td></td>
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<tr>
<td>PHI 246</td>
<td>Ethics of Technology</td>
<td></td>
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<tr>
<td>PHI 247</td>
<td>Food and Agricultural Ethics</td>
<td></td>
</tr>
<tr>
<td>Philosophy Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Philosophy Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Philosophy Elective at the 400 level</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PHI 390</td>
<td>Systematic Seminar</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
<td></td>
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</tbody>
</table>

Students who intend to study philosophy in graduate school are strongly encouraged to take PHI 451.

Roadmap

Recommended Semester Schedule for Major Course Requirements

The following four-year schedule maps out a course of study that a philosophy major may pursue. However, this schedule is provided only to suggest one way among many that a student might design his/her program of undergraduate philosophy study.

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall PHI 101</td>
<td>PHI Elective</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
</tr>
<tr>
<td>Fall PHI 225</td>
<td>PHI Applied Ethics</td>
</tr>
<tr>
<td>PHI Ethics Theory</td>
<td>PHI Elective</td>
</tr>
<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Fall PHI 300</td>
<td>PHI 310</td>
</tr>
<tr>
<td>PHI Elective</td>
<td></td>
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<tr>
<td>Senior</td>
<td></td>
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<tr>
<td>Fall PHI 390</td>
<td>PHI 400 Elective</td>
</tr>
<tr>
<td>PHI 451 (optional, but strongly recommended for students planning to attend graduate school in philosophy)</td>
<td></td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1

Majors will acquire a broad knowledge of major figures, branches, and terminologies in Western philosophy.

- Objective A: Demonstrate knowledge of major figures in Western Philosophy.
- Objective B: Demonstrate knowledge of major branches in Western Philosophy.
- Objective C: Demonstrate knowledge of terminology particular to a branch or tradition within philosophy.

Student Learning Goal 2

Majors will develop a capacity for communicating philosophical ideas and arguments.

- Objective A: Write cogent prose to communicate philosophical ideas effectively.
- Objective B: Construct philosophical arguments.

Student Learning Goal 3

Majors will develop a capacity for thinking critically and for effectively assessing arguments.

- Objective A: Analyze arguments in philosophical discourse.
- Objective B: Identify underlying presuppositions of a philosopher’s argumentative discourse.
- Objective C: Raise questions and frame philosophical problems introduced by texts.

Student Learning Goal 4

Majors will become information literate as this applies to philosophical study and research.

- Objective A: Cite properly and work effectively with both primary and secondary sources.
Minor

Curriculum Requirements for a Philosophy Minor

A minor in philosophy consists of five (5) courses beyond PHI 101 that might complement another major or provide personal intellectual satisfaction.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHI 300</td>
<td>History of Philosophy I</td>
<td>3</td>
</tr>
<tr>
<td>PHI 310</td>
<td>History of Philosophy II</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy Elective</td>
<td>3</td>
<td></td>
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<tr>
<td>Philosophy Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Philosophy Elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Courses

PHI 101 Introduction to Philosophy 3 Credits
Core Curriculum Foundation Course. A study of the major eras in the history of philosophy: Ancient, Medieval, Modern, and Contemporary and also of principal branches in philosophy: Aesthetics, Epistemology, Theories of Ethics, Logic, Metaphysics, and Theories of Justice. Students study the Catholic/Jesuit tradition and become able to identify the elements of rational argumentation. PHI 101 is a prerequisite for PHI 200 courses.

PHI 211 Philosophy of Religion 3 Credits
A study of principal contemporary and classical discussions about the existence and nature of God, God’s relationship to the world, the individual and society.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Global Awareness

PHI 225 Logic 3 Credits
An introductory study of logic treating such topics as: deduction, techniques for evaluating reasoning, language and meaning, various formal and informal fallacies, and the notion of implication.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy)

PHI 240 Justice 3 Credits
A study of enduring questions such as: What does it take to be a just person and to create a just society? Includes investigations of (1) theories of justice and (2) problems of justice relating to injustice and oppression due to race, class, species, and gender.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 241 Ethics: Traditions in Moral Reasoning 3 Credits
A survey of principal traditions in moral reasoning with attention to moral principles inclusive of utility, deontology and virtue, and their applications to contemporary social realities.
Prerequisite: PHI 101.
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 242 Ethical Issues in Business 3 Credits
A study of important concerns in business and market realities with special concern to applying moral principles in decision making.
Prerequisite: PHI 101.
Fulfills College Core: Ethics, Field 2 (Philosophy)
Offered: regularly.

PHI 243 Bio-Medical Ethics 3 Credits
A study of important moral issues in relation to current concerns in medicine, medical technology, and the life sciences.
Prerequisite: PHI 101.
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 244 Environmental Ethics 3 Credits
A study of classical and contemporary moral theories concerning the relationship of human beings to the manifold of their natural surroundings.
Prerequisite: PHI 101.
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 245 Animal Ethics 3 Credits
What do we mean by classifying together all non-human animals as ‘animals’? This course critically examines the traditional notion that animals are commodities or resources for human use. It questions whether all sentient beings have intrinsic value and should be respected and what form that ‘respect’ should take.
Prerequisite: PHI 101.
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 246 Ethics of Technology 3 Credits
A study of how prominent technologies such as television, cellular phones, and medical breakthroughs affect individual persons and our society, and in what ways technological innovations make us better or worse.
Prerequisite: PHI 101
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 247 Food and Agricultural Ethics 3 Credits
A study of the moral implications of the current food system in connection with the production, distribution, and consumption of food and aims to examine what might constitute a reasonable position regarding the ethics of what we eat and what each of us can do to help bring about a more just food system.
Prerequisite: PHI 101
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 252 Happiness, Virtue and the Good Life 3 Credits
A study of the role of virtue and vice in the moral life, how they emerge from developments of personal character and relate to meaningful human happiness, fulfillment, and the good life.
Prerequisite: PHI 101.
Fulfills College Core: Ethics, Field 2 (Philosophy)

PHI 258 Minor Service 0 Credits
Required course for specific minors. This course requires 20 hours of direct service. Students pursuing the ethics minor will register for 258E and students pursuing the justice minor will register for 258J.
Offered: every fall & spring.

PHI 261 Philosophy of Law 3 Credits
A study of the nature, sources and sanctions of law and legal theory, treating concerns of legal positivism, natural law theory, rights and justice, and the relationship between law and morality.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 264 Justice & the Environment: The Problem of Climate Change 3 Credits
An examination of differing views of justice and their impact on environmental action with special focus on the issue of climate change.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice
PHI 267 Faith, Reason, and Justice Catholic Social Thought 3 Credits
A study of the philosophical foundations of Catholic social teaching, articulated from the time of Pope Leo XIII through present day, and those features that make it unique, both as compared to other contemporary accounts of justice and in identifying and rectifying current injustices. 
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice
Offered: occasionally.

PHI 271 Philosophy of Human Rights 3 Credits
A study of various issues of human rights in global perspective to ask if human rights transcend political orders, whether they are universally applicable to all human beings, or determined to be culturally relative.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 273 Race and Philosophy 3 Credits
A study of philosophical assumptions underlying concepts of race that treats designations of racial identities, the political effects of racial classification, the ethics of race and the metaphysical legitimacy and social reality of racial designations.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 274 Social and Political Philosophy 3 Credits
A study of foundational philosophical theories on how to organize the collective and social life of individual human beings, examining justifications for state authority, establishing citizen's rights and allocating resources for human well-being.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 275 Global Feminisms 3 Credits
This course studies feminist philosophy and feminist theories of justice in global contexts, including Indigenous America, Latin America, Africa, and Asia. This course will compare feminist theory from Western contexts (European and American) with its global counterparts, with special focus on the way gender, sex, and sexuality operate differently in different global contexts.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice
Offered: occasionally.

PHI 285 Black Philosophy 3 Credits
A study of philosophical trends within the black diaspora with attention to the contributions of prominent black philosophers and social activists.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice
Offered: occasionally.

PHI 286 Latin American Philosophy 3 Credits
A study of the various philosophical movements in Latin America with a focus on the way of practicing philosophy that is rooted in the lived reality of Latin American peoples.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 287 Latin American Philosophy 3 Credits
A study of the various philosophical movements in Latin America with a focus on the way of practicing philosophy that is rooted in the lived reality of Latin American peoples.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy), Justice

PHI 291 Philosophy of Art 3 Credits
A study of various approaches to thinking philosophically about art and covering the history of aesthetics with special emphasis on contemporary arts including film and music.
Prerequisite: PHI 101.
Fulfills College Core: Field 2 (Philosophy)

PHI 292 Philosophy of Beauty 3 Credits
A study of various approaches to thinking philosophically about beauty and covering the concept in the history of aesthetics with special emphasis on the problems of beauty in contemporary culture.
Prerequisite: PHI 101.
Fulfills College Core: Diversity, Field 2 (Philosophy)

PHI 300 History of Philosophy I 3 Credits
This course covers major figures and movements in western philosophy in the ancient, medieval and early modern periods. Students will be introduced to major figures such as Plato, Aristotle, Augustine, Aquinas, Descartes, Hume and Kant.
Prerequisite: PHI 101 and one Field 2 course.
Offered: every fall.

PHI 301 History of Philosophy II 3 Credits
A course that covers major figures and movements in western philosophy from the 19th to the 21st Century. Movements include German Idealism, Marxism, Utilitarianism, and Phenomenology. The course then considers developments in Continental and Anglo-American traditions.
Offered: every spring.

PHI 379 Contemporary Women Philosophers 3 Credits
A study of the thinking of important women philosophers of the 20th century with special concern to address their responses to the enduring questions of ethics, especially for modern times.
Prerequisite: PHI 101.

PHI 390 Systematic Seminar 3 Credits
Seminar focused on teaching, readings, and writing that fosters student ability to recognize, analyze, evaluate, and write philosophical arguments. Specific course topics vary by semester.
Offered: fall of odd-numbered years.

PHI 398 The City and the Good Life 3 Credits
This course examines how the ways we build cities and other places can influence the quality of our lives. What kinds of cities can best promote justice and enable human flourishing?
Restriction: seniors only. Fulfills College Core: Core Capstone
Fulfills College Core: Core Capstone
Offered: Occasionally.

PHI 399 Ethics, Justice, & the Problem of Poverty 3 Credits
This is a Core Capstone course; students from all majors are welcome. The first half of the course focuses on ethics, justice, and diversity. The second half of the course is focused on economics and global awareness vis-à-vis the problem of poverty.
Prerequisite: PHI 101.
Fulfills College Core: Core Capstone

PHI 401 Topics in Philosophy 3 Credits
A seminar style course offered by faculty in the Department of Philosophy on a rotating basis and focusing on a different topic each time it is offered. Check with the department to find out what will be offered in any given academic year.
Prerequisite: PHI 101
students' interests and career goals. Our department offers a number of degree tracks to match with the relation between science and the world within which they live. A thorough knowledge of basic physical science and the mathematical and research and development employment. The specific goal for majors is a geophysics, patent law, medicine, engineering and astronomy and entry into further study in graduate physics and related areas such as oceanography, choice of career opportunities. The Physics major is a preparation for 30, 2020 will use these standards to complete the program requirements. September 30, 2020. Students who have declared this major prior to September (3- Credits)

PHI 499 Independent Study
A tutorial style course on a topic approved by the department and agreed upon between the student and a professor. Independent studies require an application and approval by the associate dean.

Prerequisite: PHI 101 & at least two 300-level philosophy courses.

Offered: every fall.

PHI 451 Senior Thesis
Philosophy majors who plan to attend graduate school in philosophy should complete a senior thesis. This is a culminating experience in which a student expresses mature habits of self-directed study and critical analysis, with an ability to integrate knowledge beyond the expectations of a seminar paper. A senior thesis addresses a select philosophic topic and is especially concerned with philosophic argumentation. A philosophy major who writes a senior thesis demonstrates ability to exercise appropriate research methods, to provide critical assessment of issues, to assess theoretical presuppositions underlying a discourse and to advance well-constructed argumentation. A senior thesis ought to exhibit the values of the department mission.

Prerequisite: PHI 101 & at least two 300-level philosophy courses.

Offered: every fall.

Physics (BS and BA Options Available)

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction

The Canisius College Physics major provides a strong background in the scientific skills of analysis and experimentation and gives students a broad choice of career opportunities. The Physics major is a preparation for further study in graduate physics and related areas such as oceanography, geophysics, patent law, medicine, engineering and astronomy and entry into research and development employment. The specific goal for majors is a thorough knowledge of basic physical science and the mathematical and experimental application of this basis to the study of natural phenomena. Other offerings are intended to give non-majors an appreciation of the relation between science and the world within which they live.

Our department offers a number of degree tracks to match with the students’ interests and career goals.

- Bachelor’s of Science (BS) in Physics (p. 230) - curriculum is designed to prepare the student for graduate school in physics, engineering, or a related scientific field.
- Bachelor’s of Arts (BA) in Physics (p. 231) - curriculum is designed to cover the major topics in the Physics BS program with fewer requirements. This degree is optimal for students interested in a different career path such as teaching in secondary education, law, medicine, journalism, etc. The Physics BA is not meant as preparation for graduate school in physics or engineering. Curriculum easily allows for double majoring.
- Dual Degree Engineering Program (3+2 Physics/Engineering) (p. 238) - the student spends 3 years studying Physics at Canisius College and the next 2 years in the Engineering Program at the University at Buffalo or Pennsylvania State University at Erie. At the end of the 5 years, the student will receive a Physics degree from Canisius College and an Engineering degree from the other school.
- Pre-engineering Program (2+2) (p. 237) - the students spend their first 2 years at Canisius College taking the introductory physics, mathematics, and engineering courses. After transferring to the engineering school of their choice, they complete their engineering degree after the third and fourth years. This is a transfer program, and they are not awarded a degree from Canisius College.
- Dual Degree of Physics (Bachelor’s) and Education (Master’s) (p. 234) - Canisius College is now offering dual Bachelor of Arts degree in Physics and Master’s Degree in Education who wish to add teacher certification. The Physics BA (p. 231) requirements are unchanged, but students are counseled to add certain education courses as electives during the undergraduate years so they are prepared to pursue both Adolescence Education 7-12 certification in their content area and Adolescence 7-12 Teaching Students with Disabilities Generalist.

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Physics website (https://www.canisius.edu/academics/programs/physics/).

Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Physics. For admission to the advanced program (Junior/Senior level), a student must have completed, with a grade of at least C, University Physics (PHY 201, PHY 202,PHY 225) and Mathematics through Differential Equations (MAT 222). To qualify for graduation with a degree in Physics, a grade of C- or higher is required in PHY 225, PHY 226, and all 300- and 400-level Physics courses. Students are expected to be prepared to take Calculus 1 (MAT 111) their first semester at Canisius.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Advising is particularly important for Physics majors due to the highly structured curriculum and numerous course prerequisites.

Major Experiences

Physics majors use modern physics equipment like a 3D printer, lasers, X-ray florescence, a multi-channel nuclear spectrometer, various radiation detectors, and an X-ray spectrometer. They have access to departmental computers. In addition, a large supply of other equipment is available for students to use as early as their first semester. In addition to the standard physics major, students may also wish to consider the Dual Degree Engineering Program, which offers students the option of completing a Physics Degree at Canisius and an Engineering degree at University at Buffalo (UB) or Pennsylvania State University at Erie. For those interested in Physics teaching, a Physics Education program is offered in conjunction with the education department. The Physics Club offers opportunities for social activities, technical tours, lectures and other activities.

The faculty in the department are active in research in the fields of experimental nuclear physics, robotics, physics education, and computational science. Students frequently join with a professor on his or her respective projects and perform a variety of research tasks. Students gain skills in large-scale computation, data analysis, electronics, and detector assembly and testing. In many cases, the research is interdisciplinary with the student working with a physics professor and a faculty member in the Mathematics (p. 207), Computer Science (p. 139), and Digital Media Arts (p. 150) Departments. Routinely, students present posters at 2020-2021 Undergraduate Catalog 229
local, statewide, and national conferences. Past students have conducting
research through the National Science Foundation’s Research Experience
for Undergraduates at institutions such as University of Rochester,
University of Notre Dame, and Baylor University.

Double Majors

Students who wish to expand their educational opportunities may decide to
declare a double major. This decision may be based on career goals, planned
graduate studies, and/or other student interests. Before a student declares
a double major, it is important to meet with the appropriate academic
departments for advisement. In order to declare a double major, the
student must complete the appropriate double major request form and get
the signature of each department chairperson and the appropriate associate
dean.

Per college policy, each additional major requires a minimum of 15 credits that
do not apply to the student’s first or subsequent major. Some double major
combinations can be completed within the minimum 120 credit hour degree
requirement, but in other cases additional course work may be required. Please
note that students will receive only one degree, regardless of the number of
majors they complete.

Double majors in Physics BS (p. 230) and Computer Science (p. 139),
or Physics BS (p. 230) and Mathematics (p. 207) are common and offer
interesting career options. The Physics BA (p. 231) can be combined with
almost any other program at the college.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests
but generally do not require as many courses as a major. Minors generally
range from five to eight required courses. The minors page (http://
catalog.canisius.edu/undergraduate/minors/) provides a complete list of
minors and provides links to each minor. Some majors and minors can be
completed within the minimum 120 credit hour degree requirement, but in
some cases additional coursework may be required. Students must complete
the appropriate minor request form.

The Physics minor is particularly popular when combined with majors
in Chemistry (p. 115), Mathematics (p. 207), or Computer Science
(p. 139).

Curriculum

Curriculum Requirements for a BS in Physics
An Ignatian Foundation

All undergraduate students must complete either the Canisius Core
Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as
“general education” requirements. We believe that the core curriculum
and the honors curriculum are more than a series of required classes; they
provide the basis for a Jesuit education both with content and with required
knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less
than 120 credit hours. Free electives are courses in addition to the Canisius
Core Curriculum or All-College Honors Curriculum and major requirements
sufficient to reach the minimum number of credits required for graduation.
The number of credits required to complete a bachelor’s degree may vary
depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 104</td>
<td>Seminar for Physics and Pre-engineering Majors</td>
<td>0</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming &amp; Introduction to Programming Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 201</td>
<td>University Physics I &amp; University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202</td>
<td>University Physics II &amp; University Physics II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 225</td>
<td>General Physics for Physical Science Majors III &amp; General Physics for Physical Science Majors III Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 226</td>
<td>Basic Electronics &amp; Basic Electronics Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 330</td>
<td>Electrodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331</td>
<td>Electrodynamics II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Statistical and Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 335</td>
<td>Mathematical Analysis for Physicists</td>
<td>4</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Modern Physics Laboratory &amp; Advanced Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHY 443</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 445</td>
<td>Special Topics in Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 446</td>
<td>Quantum Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 447</td>
<td>Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 498</td>
<td>Senior Project</td>
<td>1-3</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I &amp; General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Calculus I &amp; Calculus II</td>
<td>8</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 69-72

Major Electives

Computer Science (p. 139) and Mathematics (p. 207) courses are highly
recommended, particularly linear algebra.

Difference with the Physics BA Degree

The Physics BS degree program is designed to prepare the students
for graduate school in Physics, Engineering, or a related scientific field.
Therefore, it has more major course requirements than the Physics BA
degree. The first 2 years of both programs are identical. The Physics BS
degree requires more major courses in the third and fourth years in order to
provide more depth or knowledge and experience. The student is advised to
consult the BS and BA Roadmaps for the specific differences.

Additional Course Considerations

Courses in the Junior and Senior years rotate on a two year basis. Please
consult your advisor about which set of courses is available in any given year.

Note: Course availability may be a factor in determining time to degree
completion for transfer students. Discussion with department faculty is
highly recommended for transfer students.
Roadmap
Recommended Semester Schedule for Major Course Requirements for a BS in Physics

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
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<tr>
<td>MAT 111</td>
<td>MAT 112</td>
</tr>
<tr>
<td>PHY 104</td>
<td>PHY 104</td>
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<tr>
<td>PHY 201</td>
<td>PHY 202</td>
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<tr>
<td>&amp; 201L</td>
<td>&amp; 202L</td>
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<tr>
<td>CSC 111</td>
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<tr>
<td>&amp; 111L</td>
<td></td>
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<tr>
<td>Sophomore</td>
<td></td>
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<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>MAT 211</td>
<td>MAT 222</td>
</tr>
<tr>
<td>PHY 104</td>
<td>PHY 104</td>
</tr>
<tr>
<td>PHY 225</td>
<td>PHY 226</td>
</tr>
<tr>
<td>&amp; 225L</td>
<td>&amp; 226L</td>
</tr>
<tr>
<td>CHM 111</td>
<td>Science Elective(^1)</td>
</tr>
<tr>
<td>&amp; 111L</td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>PHY 104</td>
<td>PHY 104</td>
</tr>
<tr>
<td>PHY 330</td>
<td>PHY 331</td>
</tr>
<tr>
<td>PHY 335</td>
<td>PHY 351</td>
</tr>
<tr>
<td>PHY 350</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>PHY 104</td>
<td>PHY 104</td>
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<tr>
<td>PHY 446</td>
<td>PHY 332</td>
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<td>PHY 443</td>
<td>PHY 445</td>
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<td></td>
<td>PHY 447</td>
</tr>
<tr>
<td></td>
<td>PHY 498</td>
</tr>
</tbody>
</table>

\(^1\) Science Elective to be chosen from BIO 111, CHM 112, CSC 112, MAT 219 or MAT 351. The science elective may be taken in a subsequent semester if it requires a prerequisite. In this case, take a course in the Core Curriculum in the spring semester of the freshman year.

Curriculum
Curriculum Requirements for a BA in Physics
An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation.

The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 104</td>
<td>Seminar for Physics and Pre-engineering Majors</td>
<td>0</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming and Programming Lab</td>
<td>4</td>
</tr>
<tr>
<td>PHY 201</td>
<td>University Physics I and University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202</td>
<td>University Physics II and University Physics II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 225</td>
<td>General Physics for Physical Science Majors III and General Physics for Physical Science Majors III Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 226</td>
<td>Basic Electronics and Basic Electronics Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Modern Physics Laboratory or PHY 351 Advanced Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHY 445</td>
<td>Special Topics in Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 498</td>
<td>Senior Project</td>
<td>1-3</td>
</tr>
</tbody>
</table>

Choose 4 of the following upper division courses: 12-14

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 330</td>
<td>Electrodynamics I</td>
</tr>
<tr>
<td>PHY 331</td>
<td>Electrodynamics II</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Statistical and Thermal Physics</td>
</tr>
<tr>
<td>PHY 335</td>
<td>Mathematical Analysis for Physicists</td>
</tr>
<tr>
<td>PHY 443</td>
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<td>PHY 446</td>
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</tr>
<tr>
<td>PHY 447</td>
<td>Quantum Mechanics II</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
</tr>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
</tr>
<tr>
<td>PHY 222</td>
<td>Differential Equations</td>
</tr>
</tbody>
</table>

Science Elective (choose one of the following): 4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Introductory Biology I and Introductory Biology Laboratory</td>
</tr>
<tr>
<td>CHM 112</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
</tr>
<tr>
<td>CSC 112</td>
<td>Data Structures and Data Structures Laboratory</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
</tr>
</tbody>
</table>

Total Credits 58-62

Major Electives

Computer Science (p. 139) and Mathematics (p. 207) courses are highly recommended, particularly linear algebra.

Difference with the Physics BS Degree

The Physics BA degree program is designed to provide the basic topics in the field of physics and the tools to apply mathematical and scientific skills to different disciplines. This program is not a preparation for graduate school in physics or engineering. The program does provide the students with the freedom to explore other programs like education, journalism,
pre-law, pre-medicine, and finance, to name a few. The Physics BA is easier to double major than the Physics BS. Therefore, it has fewer major course requirements than the Physics BS degree. The first 2 years of both programs are identical. The Physics BA degree requires fewer major courses in the third and fourth years to allow the students to take a variety of electives and try different fields. The student is advised to consult the BS and BA Roadmaps for the specific differences.

Additional Course Considerations

Courses in the Junior and Senior years rotate on a two year basis. Please consult your advisor about which set of courses is available in any given year.

Note: Course availability may be a factor in determining time to degree completion for transfer students. Discussion with department faculty is highly recommended for transfer students.

Roadmap

Recommended Semester Schedule for Major Course Requirements for a BA in Physics

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>PHY 104</td>
<td>PHY 104</td>
</tr>
<tr>
<td>PHY 201 &amp; 201L</td>
<td>PHY 202 &amp; 202L</td>
<td></td>
</tr>
<tr>
<td>CSC 111 &amp; 111L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sophomore</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>MAT 211</td>
<td>PHY 104</td>
<td>PHY 225 &amp; 225L</td>
</tr>
<tr>
<td>CHM 111  &amp; 111L</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>PHY 350</td>
<td>PHY 351 (if did not take PHY 350)</td>
<td></td>
</tr>
<tr>
<td>PHY elective2</td>
<td>PHY elective2</td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>PHY 104</td>
<td>PHY 104</td>
<td></td>
</tr>
<tr>
<td>PHY elective2</td>
<td>PHY 445</td>
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<tr>
<td>PHY 498</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY elective2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Science Elective to be chosen from BIO 111, CHM 112, CSC 112, MAT 219 or MAT 351. The science elective may be taken in a subsequent semester if it requires a prerequisite. In this case, take a course in the Core Curriculum in the spring semester of the freshman year.

2. Choice of upper division courses: PHY 330, PHY 331, PHY 332, PHY 335, PHY 443, PHY 446, and PHY 447

Minor

The physics minor requires seven courses, which are to be distributed as follows.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 201</td>
<td>University Physics I &amp; University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202</td>
<td>University Physics II &amp; University Physics II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 225 &amp; 225L</td>
<td>General Physics for Physical Science Majors III &amp; General Physics for Physical Science Majors III Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
</tbody>
</table>

Select three courses from the following two groups. At least one of these three must be selected from Group I:

Group I:

1. PHY 300 Electrodynamics I 1,3
2. PHY 331 Electrodynamics II 1
3. PHY 332 Statistical and Thermal Physics 5
4. PHY 443 Classical Mechanics 4
5. PHY 446 Quantum Mechanics I 2

Group II:

1. PHY 226 Basic Electronics
2. Two lab credits from the following: PHY 350, PHY 351, PHY 445
3. MAT 222 Differential Equations
4. PHY 335 Mathematical Analysis for Physicists
5. PHY 447 Quantum Mechanics II
6. CHM 301 Fundamental Physical Chemistry & 301L Fundamental Physical Chemistry Laboratory

Total Credits 24-28

1. PHY 331 requires PHY 330 as a prerequisite.
2. PHY 446 is required for PHY 447.
3. PHY 335 is highly recommended as a co-requisite for PHY 330.
4. PHY 443 requires MAT 222 as a prerequisite.
5. If CHM 301 is used for Group II, PHY 332 cannot be used for Group I.

Note: MAT 111 and MAT 112 are prerequisites for one or more of the courses listed above. The Physics minor is particularly popular when combined with majors in Chemistry, Mathematics, or Computer Science.

Courses

PHY 104 Seminar for Physics and Pre-engineering Majors 0 Credits

A key aspect of science is the communication of ideas. The seminar is one method of sharing scientific ideas and results. This course gathers Physics and Pre-engineering majors to learn about advances in their respective fields, about related careers, and about the research performed by the department faculty.

Prerequisite: None. Corequisite: None.

Offered: every fall & spring.
PHY 129 Introduction to Astronomy 3 Credits
Understanding modern astronomy by using ideas from basic physics. Mathematics minimized. Naming and viewing stars and constellations is included.
Fulfills College Core: Field 6 (Natural Sciences)
Offered: once a year.

PHY 130 Introductory Geology 3 Credits
For science and non-science majors alike, this course covers the fundamental concepts of physical geology, including the rock cycle; erosion; tectonic processes including earthquakes and volcanism; the importance of water from oceans to rivers to glaciers; and society’s dependence on energy and mineral resources from the Earth. Our planet is an interacting system of matter and energy, giving us mountains, lowlands, oceans, rivers, earthquakes, volcanoes, and the resources we need for human prosperity.
Offered: occasionally.

PHY 131 Earthquakes: Seismology and Society 3 Credits
The science behind earthquakes: causes, locations, frequency and measurement; affects on geography, human structures and society.
Fulfills College Core: Field 6 (Natural Sciences), Global Awareness
Offered: once a year.

PHY 201L University Physics I Laboratory 1 Credit
Laboratory for University Physics I. This lab course engages students in experimental measurements spanning the areas of mechanics, with the objective of training students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation, providing depth to students’ understanding of the phenomena taught in PHY201.
Prerequisite: MAT 110 or MAT 111. Corequisite: PHY 201.
Offered: every fall.

PHY 202 College Physics II 3 Credits
College Physics for biological-science students. Electricity and magnetism, geometrical and physical optics.
Prerequisite: minimum grade of C- in PHY 201 and 201L. Corequisite: PHY 202L.
Offered: spring.

PHY 202L University Physics II Laboratory 1 Credit
This laboratory provides students with a greater understanding of electromagnetic phenomena, wave phenomena, and optics, and supports PHY202. Measurements of microscopic quantities, like the charge and mass of the electron, give students an opportunity to explore the structure of matter. Other experiments involve the physics of electrical currents, electric properties of bulk matter, magnetic fields and their effect on beams, wave phenomena, and the nature of light and its interaction with optical materials. This course trains students in experimental measurements, data manipulation and analysis, error analysis, deductive thinking, and instrumentation.
Prerequisite: min grade of C- in PHY 201 and 201L Corequisite: PHY 202.
Offered: every spring.

PHY 223 General Physics for Physical Science Majors I 3 Credits
Prerequisite: MAT 110 or MAT 111. Corequisite: PHY 223L.
Fulfills College Core: Field 6 (Natural Sciences)
Offered: every fall.

PHY 223L General Physics for Physical Science Majors I Laboratory 1 Credit
Laboratory for calculus-based general physics I.
Prerequisite: MAT 110 or MAT 111 Corequisite: PHY 223.
Offered: every fall.

PHY 224 General Physics for Physical Science Majors II 3 Credits
Calculus-based general physics. Electricity and magnetism, geometrical and physical optics.
Prerequisite: minimum grade of C- in PHY 223 and PHY 223L. Corequisite: PHY 224L.
Offered: every spring.

PHY 224L General Physics for Physical Science Majors I Laboratory 1 Credit
Laboratory for calculus-based general physics I.
Prerequisites: min grade of C- in PHY 223 and PHY 223L Corequisite: PHY 224.
Offered: every spring.

PHY 225 General Physics for Physical Science Majors III 3 Credits
Prerequisite: PHY 202 with a minimum grade of C-, and MAT 211 which may be taken concurrently. Corequisite: PHY 225L.
Offered: every fall.

PHY 225L General Physics for Physical Science Majors III Laboratory 1 Credit
Laboratory for calculus-based general physics III.
Corequisite: PHY 225.
Offered: every fall.

PHY 226 Basic Electronics 3 Credits
Circuit analysis, power supplies, semiconductor physics, operational amplifiers, digital electronics. Integrated circuit techniques. Includes laboratory work each week.
Prerequisite: minimum grade of C- in PHY 202. Corequisite: PHY 226L.
Offered: spring.

PHY 226L Basic Electronics Laboratory 1 Credit
Laboratory for basic electronics course.
Corequisite: PHY 226.
Offered: every spring.

PHY 330 Electrodynamics I 3 Credits
Static and time-varying classical electric and magnetic fields in free-space and matter. Prior completion of or concurrent registration for PHY 335 is strongly encouraged.
Prerequisite: Minimum of C- in PHY 202.
Offered: fall of odd-numbered years.

PHY 331 Electrodynamics II 3 Credits
Primary topic: electromagnetic waves in free-space and matter, beginning with the Maxwell equations. Additional topics: radiation and special relativity.
Prerequisite: PHY 330.
Offered: spring of even-numbered years.

PHY 332 Statistical and Thermal Physics 3 Credits
Develops statistical concepts and methods used to relate macroscopic to microscopic descriptions of many particle systems.
Prerequisite: PHY 225.
Offered: spring of odd-numbered years.

PHY 335 Mathematical Analysis for Physicists 4 Credits
Theory and applications of infinite series, Fourier series, Green’s functions, Fourier integrals, vector calculus, linear algebra, partial differential equations, and complex variable.
Prerequisite: MAT 222 or permission of instructor.
Offered: fall of odd-numbered years.
PHY 350 Modern Physics Laboratory  1 Credit
This course covers the basic principles of 20th century modern physics. The topics include blackbody radiation, particle/wave duality, x-ray diffraction, Bohr’s model of the atom, quantum tunneling, and the Schrödinger equation.
Prerequisite: PHY 225.
Fulfills College Core: Advanced Writing-Intensive
Offered: every fall.

PHY 351 Advanced Laboratory  1 Credit
This course emphasizes advanced experiments and experimental technique. Topics include, but are not restricted to, dosimetry, radiation detection, gamma-ray spectroscopy, Rutherford scattering, atomic spectroscopy, thin-film deposition, and magnetic resonance.
Prerequisite: PHY 225.
Fulfills College Core: Oral Communication
Offered: every spring.

PHY 443 Classical Mechanics  3 Credits
One, two, and three dimensional motion of a particle, non-inertial systems, classical scattering, rigid-body motion. Lagrange and Hamilton equations, calculus of variations, oscillations.
Prerequisite: PHY 225 & MAT 222.
Offered: fall of even-numbered years.

PHY 445 Special Topics in Physics  1 Credit
This course will cover model formation and development using archival journal articles in physics. The subject material will rotate by semester among topics such as astrophysics, quantum theory, and thermodynamics. Students will be expected to read and critique journal articles, lead discussions on journal articles, and trace the development of an area of physics through assigned readings.
Prerequisite: permission of instructor. Restriction: must be physics major or minor with senior standing.
Offered: spring of odd-numbered years.

PHY 446 Quantum Mechanics I  4 Credits
Corequisite: PHY 225 & MAT 222.
Offered: fall of even-numbered years.

PHY 447 Quantum Mechanics II  3 Credits
Application of Schrödinger’s equation, Hamiltonian mechanics, angular momentum, intrinsic spin, parity, and time-dependent quantum mechanics. PHY 446 is highly recommended.
Prerequisite: PHY446.
Offered: spring of odd-numbered years.

PHY 449 Independent Study  1-3 Credits
An independent study with a faculty member of the Physics Department. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean. Restriction: permission of the chair.
Offered: fall & spring.

Introduction
The Dual Degree Program (http://catalog.canisius.edu/graduate/school-education-human-services/educator-preparation/dual-degree-content-and-msed-swd/#curriculumtext) offers a BA in Physics as well as a MSEd in Adolescence 7-12 Teaching Students with Disabilities Generalist. This dual degree program leads to Initial Adolescence Certification in Physics as well as Initial Certification in Adolescence 7-12 SWD Generalist. Since it leads to two teaching certificates, candidates must meet the content requirements for both over the course of their curriculum. In most cases, the content area major covers those requirements. In some instances New York State has additional requirements. Please note, this dual degree program can be completed in as little as 5 years if one summer is included.

Curriculum

An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

Curriculum Requirements for a BA in Physics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHY 104</td>
<td>Seminar for Physics and Pre-engineering Majors</td>
<td>0</td>
</tr>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming &amp; 111L</td>
<td>4</td>
</tr>
<tr>
<td>PHY 201</td>
<td>University Physics I &amp; 201L</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202</td>
<td>University Physics II &amp; 202L</td>
<td>4</td>
</tr>
<tr>
<td>PHY 225</td>
<td>General Physics for Physical Science Majors III &amp; 225L</td>
<td>4</td>
</tr>
<tr>
<td>PHY 226</td>
<td>Basic Electronics &amp; 226L</td>
<td>4</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Modern Physics Laboratory</td>
<td>1</td>
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<tr>
<td>PHY 351</td>
<td>Advanced Laboratory</td>
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<tr>
<td>PHY 445</td>
<td>Special Topics in Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 498</td>
<td>Senior Project</td>
<td>1-3</td>
</tr>
</tbody>
</table>
Choose 4 of the following upper division courses 12-14

PHY 330  Electrodynamics I
PHY 331  Electrodynamics II
PHY 332  Statistical and Thermal Physics
PHY 335  Mathematical Analysis for Physicists
PHY 443  Classical Mechanics
PHY 446  Quantum Mechanics I
PHY 447  Quantum Mechanics II
CHM 111  General Chemistry I
& 111L  and General Chemistry I Laboratory
MAT 111  Calculus I
MAT 112  Calculus II
MAT 211  Calculus III
MAT 222  Differential Equations
Science Elective (choose one of the following): 4

BIO 111  Introductory Biology I
& 111L  and Introductory Biology Laboratory I
CHM 112  General Chemistry II
& 112L  and General Chemistry II Laboratory
CSC 112  Data Structures
& 112L  and Data Structures Laboratory
MAT 219  Linear Algebra
MAT 351  Probability & Statistics I

Total Credits 58-62

Curriculum Requirements for a Master's Degree in Education

The education curriculum is provided below for the MSeD portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

The education curriculum is provided below for the MSeD portion of the dual degree programs. Notice that several foundation courses are taken at the undergraduate level intermingled with other undergraduate requirements. The graduate courses begin at the 500 level and continue until completion.

**Roadmap**

Recommended Semester Schedule for Major Course Requirements for a Dual Degree of BA in Physics and MS SWD Adolescence Generalist

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
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Please select one of the following: 3

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<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence</td>
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</tr>
<tr>
<td>or EDS 402</td>
<td>Methods of Teaching English: Adolescence</td>
<td></td>
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<tr>
<td>or EDS 403</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
<td></td>
</tr>
<tr>
<td>or EDS 405</td>
<td>Methods of Teaching Science: Adolescence</td>
<td></td>
</tr>
<tr>
<td>SPE 640</td>
<td>Learning and Behavioral Disabilities (LBD); Etiology and Research Based Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SPE 652</td>
<td>Functional Curriculum for Students with Severe Disabilities and ASD</td>
<td>3</td>
</tr>
<tr>
<td>SPE 649</td>
<td>Transition Issues for Adolescents with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>SPE 580</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>SPE 631</td>
<td>Reading and Writing Process for Students with Learning and Behavioral Disorders</td>
<td>3</td>
</tr>
<tr>
<td>EDU 615</td>
<td>Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>SPE 644</td>
<td>Collaborative Practices on a Transdisciplinary Team</td>
<td>3</td>
</tr>
<tr>
<td>EDU 556</td>
<td>Assessment for Diverse Learners</td>
<td>3</td>
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<tr>
<td>SPE 698</td>
<td>Seminar in Teaching and Assessment</td>
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<td>SPE 693</td>
<td>Student Teaching</td>
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<td>SPE 697</td>
<td>Student Teaching Seminar</td>
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<tr>
<td>EDU 595</td>
<td>Child Abuse Workshop</td>
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<td>EDU 596</td>
<td>Prevention of School Violence Workshop</td>
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</tr>
<tr>
<td>EDU 597</td>
<td>Dignity for All Students Workshop</td>
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Total Credits 57

**Freshman**

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<td>MAT 111</td>
<td>MAT 112</td>
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<td>PHY 104</td>
<td>PHY 104</td>
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<td>PHY 201 &amp; 201L</td>
<td>PHY 202 &amp; 202L</td>
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<td>CSC 111 &amp; 111L</td>
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<th>Sophomore</th>
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<tr>
<td>MAT 211</td>
<td>MAT 222</td>
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<tr>
<td>PHY 104</td>
<td>PHY 104</td>
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<tr>
<td>PHY 225 &amp; 225L</td>
<td>PHY 226 &amp; 226L</td>
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<tr>
<td>CHM 111 &amp; 111L</td>
<td>Science Elective³</td>
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<tr>
<td>EDU 250</td>
<td>SPE 341</td>
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<th>Junior</th>
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<td>Fall</td>
<td>Spring</td>
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<tr>
<td>PHY 104</td>
<td>PHY 104</td>
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<tr>
<td>PHY 350</td>
<td>PHY 351 (if did not take PHY 350)</td>
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<tr>
<td>PHY elective³</td>
<td>PHY elective²</td>
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<tr>
<td>EDS 223</td>
<td>EDS 360</td>
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<th>Senior</th>
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<tbody>
<tr>
<td>Fall</td>
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<td>SPE 631</td>
<td>PHY elective²</td>
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<tr>
<td>SPE 640</td>
<td>EDS 405</td>
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</tbody>
</table>

1 Graduate Education Course
Learning Goals & Objectives

Student Learning Goal 1
Physics majors will know how to learn physics.
Students will:

- Objective A: Critically assess written expositions of physics, contrasting those ideas which are fundamental from those which are consequential;
- Objective B: Identify the circumstances under which a principle applies.

Student Learning Goal 2
Physics majors are critical thinkers that can produce analytical solutions to physical problems.
Students will:

- Objective A: Identify a problem and generate equivalent statements of a problem;
- Objective B: Delineate the principles of physics and analytical techniques used to obtain a solution to a problem;
- Objective C: Apply the principles and techniques of physics to obtain a solution to a problem.

Student Learning Goal 3
Physics majors possess the technical skills needed to function effectively in a physics laboratory.
Students will:

- Objective A: Collect a broad range of data with an ability to adapt to new experimental methods, apparatus and tools;
- Objective B: Apply fundamental statistical methods to analyze data;
- Objective C: Display data with clarity.

Student Learning Goal 4
Physics majors communicate ideas in physics with precision and clarity.
Students will:

- Objective A: Produce precise and clear expository written material about physics;
- Objective B: Produce well-organized and clear oral presentations of physics material.

Pre-Engineering Programs
Director: Michael Wood (wood5@canisius.edu), PhD

Introduction
The 2+2 Pre-Engineering program covers the first two years of a four-year engineering major and is staffed by faculty from the Physics Department. After two years at Canisius students transfer to an Engineering School of their choice to complete the engineering degree. The 2+2 program covers the science, mathematics and computer programming that form the basis of study for the first two years of most engineering school curricula. The 3+2 dual degree program allows students to complete a physics major from Canisius, providing an extensive grounding in both science and engineering that can open the doors to advanced engineering and technology studies in a wide range of fields. The 2+2 program is perhaps better suited to students closely focused on a specific engineering field or career path. The 3+2 program is particularly suited to students who are strongly interested in demanding scientific or industrial research and development careers, particularly in an interdisciplinary area. The dual degree program includes an articulation agreement for students interested in pursuing Mechanical Engineering at the Pennsylvania State University at Erie, The Behrend College. Many students also pursue their engineering degree at University at Buffalo (UB), and Canisius maintains close contact with UB. For a more detailed description of the program and faculty, visit the Physics website (https://www.canisius.edu/academics/programs/physics/).

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Students interested in advanced scientific or engineering study may be best served by the dual degree Engineering and Physics program, while students clearly focused on a specific engineering discipline are encouraged to pursue the 2+2 program. It is possible to switch between the two programs easily in the first year of study. Some students choose to remain at Canisius after completing the program to pursue other majors such as physics, mathematics, chemistry or computer science, and the transfer into these other majors is simple and straightforward.

Qualifications
Transfer and completion of the engineering degree at the second institution requires an admissions process at the second institution and satisfaction of the degree requirements, including core and/or general education requirements, of that institution. Entering students should be prepared to take Calculus 1 (MAT 111) their first semester.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors
should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Careful consultation with an advisor is particularly important due to the tremendous number of pre-requisites in most engineering courses and the varied requirements of different engineering majors.

Free Electives
Students should consult with an advisor in Physics or Engineering to discuss their elective course choices to ensure timely completion of both degrees. Careful advising is a must in this program. Linear Algebra (MAT 219), Organic Chemistry (CHM 227-CHM 228) or additional computer science courses (CSC 111, CSC 112, CSC 213) may be valuable electives.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

- 2+2 Program (p. 237)
  Note: Students in this program (The Pre-Engineering 2+2 program) do not complete a degree at Canisius, but transfer to an engineering institution. Instead of completing the Core Curriculum at Canisius, students complete the general studies requirements at the engineering institution.

- 3+2 Program (p. 238)
  Students in the 3+2 dual degree program complete the general education requirements as part of their overall Canisius education. These requirements can be found in the Core Curriculum (p. 35) or All-College Honors Curriculum (p. 50) sections of the catalog.

EGR 111 Introduction to Engineering Design 3 Credits
This first course is an introduction to the field of engineering. Students are introduced to engineering analysis and design through projects in robotics. The students will gain an overview of the various engineering fields and will be instructed in professional ethics and etiquette.
Offered: fall.

EGR 207 Engineering Statics 3 Credits
Students study forces and torques on rigid bodies, couples, moments, centroids and moments of inertia. They consider equilibrium conditions, friction, free body diagrams, applications to beams, trusses, frames, and other structures.
Prerequisite: PHY 223 & MAT 112.
Offered: fall.

EGR 208 Engineering Dynamics 3 Credits
Students learn about the kinematics of particles and rigid objects. Topics include D’Alembert’s Principle, moving reference frames, work-energy methods, impulse, and momentum vibration with applications to engineering problems.
Prerequisite: EGR 207.
Offered: spring.

EGR 211 Engineering Thermodynamics 3 Credits
Students learn the fundamental concepts and laws of thermodynamics, equilibrium with applications to physical and chemical systems.
Prerequisite: PHY 223.
Offered: fall.

EGR 214 Strength of Materials 3 Credits
Students investigate the behavior of materials under mechanical loading. The topics include stress and strain relationships, shear, bending moments, torsion, deflection, beams, columns, energy methods, and failure criteria.
Prerequisite: EGR 207.
Offered: spring.

2+2 Program
Introduction
Students complete the first two years of an engineering program in Canisius’ Liberal Arts environment, taking advantage of small class sizes and individual attention before transferring to a larger institution to complete their studies. Coursework at Canisius is just as rigorous and demanding as at Engineering institutions, so students typically report little difficulty adapting to the transfer. Early consultation with an advisor is required to map out a curriculum, as the choice of desired engineering major will alter the course schedule somewhat. Mathematical preparation is key to timely completion of this program, again requiring close attention to course scheduling. Outside the classroom, our students work with modern fabrication techniques with our 3-D printer and Computer Numerical Control router. The students can build standard parts or prototype new pieces.

Dual Majors
Dual majors in the Engineering 2+2 program would be subject to the regulations of the engineering institution.

Curriculum
Major Courses
This varies depending on the engineering major chosen, but typically includes:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
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<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
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<tr>
<td>MAT 211</td>
<td>Calculus III</td>
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<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
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<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>4</td>
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<tr>
<td></td>
<td>or PHY 225 General Physics for Physical Science Majors III</td>
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<tr>
<td>CSC 111 &amp; 111L</td>
<td>Introduction to Programming and Introduction to Programming Laboratory</td>
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<td>Seminar for Physics and Pre-engineering Majors</td>
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<tr>
<td>PHY 225 &amp; 225L</td>
<td>General Physics for Physical Science Majors III and General Physics for Physical Science Majors III Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>
3+2 Program

Introduction

The dual degree 3+2 program is a dual degree program, with a BS in Physics from Canisius and a BS in Engineering from an Engineering school. The student will complete all of the requirements for the BS degree in Physics, which includes the foundation, fields, attributes, and capstone courses in the college’s core curriculum. While at the college, the student can use modern physics equipment like a high-resolution spectroscopy equipment, lasers, high vacuum apparatus, a multi-channel nuclear spectrometer, various radiation detectors, and an X-ray spectrometer. The student is also encouraged to perform research with a professor or with an internship with a local company or manufacturer. It is in the student’s best interest to gain as much professional experience as possible.

Dual Majors

The dual degree 3+2 program is a dual degree program, with a BS in Physics from Canisius and a BS in Engineering from an Engineering school. An additional major at Canisius in this program would prove difficult to complete, due to the already demanding nature of this program; however, students are urged to discuss this with an academic advisor.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSC 111</td>
<td>Introduction to Programming and Introduction to Programming Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 104</td>
<td>Seminar for Physics and Pre-engineering Majors</td>
<td>0</td>
</tr>
<tr>
<td>PHY 201</td>
<td>University Physics I and University Physics I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 202</td>
<td>University Physics II and University Physics II Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 225</td>
<td>General Physics for Physical Science Majors III and General Physics for Physical Science Majors III Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 226</td>
<td>Basic Electronics and Basic Electronics Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PHY 330</td>
<td>Electrodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 331</td>
<td>Electrodynamics II</td>
<td>3</td>
</tr>
<tr>
<td>Code</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PHY 322</td>
<td>Statistical and Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 335</td>
<td>Mathematical Analysis for Physicists</td>
<td>4</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Modern Physics Laboratory &amp; Advanced Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>PHY 443</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 445</td>
<td>Special Topics in Physics</td>
<td>1</td>
</tr>
<tr>
<td>PHY 446</td>
<td>Quantum Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>PHY 447</td>
<td>Quantum Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>PHY 498</td>
<td>Senior Project</td>
<td>1-3</td>
</tr>
<tr>
<td>CHM 111 &amp; 111L</td>
<td>General Chemistry I and General Chemistry I Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

科学选修（任选一门）：3-4

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 112 &amp; 112L</td>
<td>General Chemistry II and General Chemistry II Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>CSC 112 &amp; 112L</td>
<td>Data Structures and Data Structures Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>BIO 111 &amp; 111L</td>
<td>Introductory Biology I and Introductory Biology Laboratory I</td>
<td>3</td>
</tr>
</tbody>
</table>

总学分：69-72

**Also, Depending on Engineering Major**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 111</td>
<td>Introduction to Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>EGR 207</td>
<td>Engineering Statics</td>
<td>3</td>
</tr>
<tr>
<td>EGR 208</td>
<td>Engineering Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>EGR 211</td>
<td>Engineering Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>EGR 214</td>
<td>Strength of Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

在某些情况下，可以根据工程专业的不同，交叉注册额外的课程。通过十字路口可能有必要。

**Additional Course Considerations**

初级/高级课程是按年度轮转提供的。学生将选择高级课程，或者根据可用性，在物理系同时在合作伙伴的工程系选择课程。在第三年结束时，学生将与他们的导师计划出课程，以完成物理系的课程。选课可能会根据工程系和合作伙伴机构的要求有所不同。

线性代数（MAT 219）是建议的课程，也是许多工程项目的先决条件。

**Roadmap**

**Recommended Schedule: 3+2 Program**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>EGR 111</td>
<td>MAT 112</td>
</tr>
<tr>
<td>MAT 111</td>
<td>PHY 104</td>
</tr>
</tbody>
</table>

**Political Science (BA)**

**Chair:** John D. Occhipinti, PhD

这个专业为学生提供了一个全面理解政治科学的基础，包括美国政府、国际关系、比较政治和政治哲学。政治科学为从事公共行政、政治、法律、国家安全、商业、教育或学术事业的学生提供了理想的学术背景。政治科学专业也给学生提供了一个强有力的基础，可以用于教学社会研究，并与其他主要的教育相结合。在政治科学专业中，学生可以选择参加一些体验式教学，例如欧盟（PSC 355）和政治竞选（PSC 236）。

学生被鼓励参与以下通过政治科学系提供的体验活动：

- 为职业、研究生项目和法律学校提供指导；
- 参观美国国会和最高法院；
- 到欧洲参加EuroSim的国际学生模拟欧盟的活动；
- 在布法罗、奥尔巴尼和华盛顿D.C.的实习；
- 体验式学习：欧盟的国际学生模拟（PSC 355）和政治竞选（PSC 236）；
- 为学生提供研究论文在美国政治科学（https://www.canisius.edu/academics/programs/political-science/）上的国际机会；

学生被鼓励参与以下通过政治科学系提供的体验活动：

- 为职业、研究生项目和法律学校提供指导；
- 参观美国国会和最高法院；
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- 体验式学习：欧盟的国际学生模拟（PSC 355）和政治竞选（PSC 236）；
- 为学生提供研究论文在美国政治科学（https://www.canisius.edu/academics/programs/political-science/）上的国际机会；
• Membership in Pi Sigma Alpha, the National Political Science Honor Society;
• Departmental Honors Program;
• Funding for travel and internships from the Fitzpatrick Institute.

Each year, the department honors its best graduating seniors with two awards:

• The Pi Sigma Alpha Award is given to the student who best exemplifies academic excellence and the pursuit of knowledge in Political Science.
• The Woodrow Wilson Award is awarded to the Political Science major who combines academic excellence with a demonstrated commitment to public service.

Qualifications
To complete the Political Science major, student must earn a minimum grade of C in each of the following courses: PSC 103, PSC 104, PSC 111, PSC 140, PSC 150 and HSV 303. Students must also pass PSC 401. In addition, students must maintain a 2.0 overall average to graduate with a degree in Political Science.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Résumé Building
The Political Science Department assists students in finding internships that allow them to gain valuable professional experience and contacts. Positions are available in Washington and Albany, as well as in Western New York with political campaigns, local government, the U.S. House of Representatives and Senate, and the New York State Assembly and Senate.

The major’s required senior capstone course, PSC 401, focuses on professional development and career paths related to the major and is offered with cooperation of career planning experts in the Griff Center.

The college’s many study abroad programs offer exciting opportunities to examine politics in other countries or pursue internships, such as with a Member of Parliament in the British House of Commons. Students may also take a limited number of their major electives while studying abroad.

Students may also participate in EuroSim, an international intercollegiate simulation of the European Union, attended by American and European delegations. In even-numbered years students engage in subsidized travel to Europe related to the simulation, and in odd-numbered years the event is held in the United States.

Opportunity for independent study under the guidance of a faculty member is available for juniors and seniors who wish to explore topics that go beyond the department’s normal course offerings.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Most of the best majors in Political Science decide to build their resumes and enhance their post-graduate opportunities by earning dual or triple degrees with other programs. The most popular combinations are with Criminal Justice, European Studies, International Relations and Urban Studies. Other common dual degrees combine Political Science with Communication Studies, Economics, English, History, Modern Language and Sociology.

Political Science and Law
The Political Science major is the most common academic major for prospective law students. The college offers a recommended curriculum for pre-law studies, which can be easily combined with the Political Science major. The Political Science Department is the home for the college’s Raichle Pre-Law Center, which offers students mentoring, scholarship and internships. For further information, students should consult with the chair of the Political Science Department and the director of Pre-Law Center.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

For Political Science majors considering a career in business and/or a master of business administration (MBA) degree, preparation can be obtained by pursuing a minor in Business Management (18 credits). Many Political Science students will also benefit by taking macroeconomics and microeconomics (ECO 101 and ECO 102) as free electives.

Department Honors Program
The Political Science Honors Program provides an opportunity for outstanding students in the major to go beyond the usual course offerings. Majors who take part in the program will engage in original research under the close supervision of a faculty member. The research project provides the opportunity for students to do independent study on a topic of their own choosing. Participants in the All-College Honors Program may use their senior thesis to fulfill this requirement, provided that this project is prepared under the direction of a member of the Political Science Department.

Taking part in the Honors program can also make students more competitive after graduation, whether for further schooling or employment. For example, students applying for graduate school or law school in their senior year can refer to the research paper in their application. At the same time, participation on the Departmental Honors Program will enable students...

Political Science (BA)
students’ faculty advisors to write more detailed and enthusiastic letters of recommendation for these applications.

Requirements
- Students may apply in the spring of their junior year or in their senior year.
- Grade point average overall (to apply for the program and upon graduation): 3.30
- Grade point average for major courses (to apply for the program and upon graduation): 3.50
- Honors Research: a lengthy paper involving original research in the field of Political Science under the direction of a member of the Political Science Department

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 103</td>
<td>The American Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSC 104</td>
<td>American Political Process</td>
<td>3</td>
</tr>
<tr>
<td>PSC 111</td>
<td>Western Political Tradition</td>
<td>3</td>
</tr>
<tr>
<td>PSC 140</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 401</td>
<td>Political Science Capstone (see course listings for details)</td>
<td>1</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits

Major Electives (five courses)
Students must complete five Political Science electives, at least two of which must be at the 300/400 level. The following qualify as major electives: any PSC course, CRJ 227, CRJ 228, ECO 401, ECO 411, HIS 280, HIS 345, HIS 347, HIS 394, HON 231, HON 238. With prior approval, up to two major electives (below the 300 level) may be taken in approved study abroad programs. With prior approval, PSC 499 and All-College Honors thesis directed by faculty members in the Political Science Department may be counted as major electives. Student are encouraged to pursue internships and earn credit for these via PSC 498, but these are pass-fail credits and may not be counted as major electives.

Additional Course Considerations
Aside from the provisions noted above for courses taken abroad, all required and elective courses in the major and minors must be taken at Canisius College. In general, PSC 103, PSC 104, PSC 140, and PSC 150 may be taken in any sequence. It is strongly recommended that these four courses, along with PSC 111 and HSV 303, be completed before the beginning of the junior year.

Roadmap
Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 103</td>
<td>PSC 104</td>
</tr>
<tr>
<td>PSC 150</td>
<td>PSC 140</td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 111</td>
<td>HSV 303</td>
</tr>
<tr>
<td>PSC Major Elective</td>
<td>PSC Major Elective (300/400 level)</td>
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</tbody>
</table>

Junior

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>PSC Major Elective (300/400 level)</td>
<td>PSC Major Elective</td>
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</table>

Senior

<table>
<thead>
<tr>
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<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>PSC Major Elective</td>
<td>PSC Major Elective</td>
</tr>
</tbody>
</table>

Fall

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 401</td>
<td>PSC Major Elective</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1
All successful Political Science majors will develop knowledge of the fields of Political Science and will be able to use and apply that knowledge. Students will:

- **Objective A:** Demonstrate competency with the conceptual frameworks of Political Science generally;
- **Objective B:** Demonstrate competency with conceptual frameworks of American Politics and Government;
- **Objective C:** Demonstrate competency with conceptual frameworks of Comparative Politics and Government;
- **Objective D:** Demonstrate competency with conceptual frameworks of International Relations;
- **Objective E:** Demonstrate competency with conceptual frameworks of Political Philosophy;
- **Objective F:** Demonstrate competency with issues regarding social science hypothesis-testing;
- **Objective G:** Sustain an argument using the vocabulary and ideas of public and world affairs.

Student Learning Goal 2
All successful Political Science majors will be able to think critically, conduct research and communicate effectively. Students will:

- **Objective A:** Demonstrate the ability to think critically;
- **Objective B:** Demonstrate the ability to conduct research;
• Objective C: Demonstrate competency with issues comprising information literacy;
• Objective D: Demonstrate the ability to communicate effectively in writing;
• Objective E: Demonstrate the ability to communicate effectively orally.

Student Learning Goal 3
All successful Political Science majors will be able to articulate issues associated with leadership in public affairs as well as articulate issues associated with ethics in public affairs.
Students will:
• Objective A: Demonstrate an understanding of leadership qualities;
• Objective B: Assess the ethical issues associated with decisions in public affairs.

Minors
• Political Science Minor (p. 244)
• Law and Public Policy Minor (p. 244)

Courses

PSC 103 The American Constitution 3 Credits
Provides a thorough grounding in the U.S. Constitution, which is America's founding document, and serves as the basis for its governmental system.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

PSC 104 American Political Process 3 Credits
An introduction to American politics including political socialization, public opinion and ideologies, political participation in electoral systems and mass movements, political parties and interest groups.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

PSC 111 Western Political Tradition 3 Credits
Development of Western political tradition from Machiavelli to present, emphasizing development of liberal, conservative and socialist traditions.
Fulfills College Core: Field 4 (History), Justice
Offered: fall & spring.

PSC 140 International Relations 3 Credits
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: fall & spring.

PSC 150 Comparative Government and Politics 3 Credits
Comparative analysis of foreign countries. Governments, ideologies, parties, elections, political culture, civil society and democracy in industrialized and developing countries.
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: every fall.

PSC 215 National Issues and Public Policy 3 Credits
Selected policy issues and their relationship to the political process including health care, homeland security, welfare and housing.
Offered: fall of even-numbered years.

PSC 224 Congress and the Legislative Process 3 Credits
Survey of Congressional procedures and practices. Emphasis on recent changes within Congress, and the position of Congress in the U.S. political and governmental system.
Fulfills College Core: Field 5 (Social Sciences), Oral Communication
Offered: fall of even-numbered years.

PSC 225 U.S. Presidency 3 Credits
Survey of the U.S. executive branch of government, including President, Vice President, White House staff, Executive office and the bureaucracy.
Offered: fall of odd-numbered years.

PSC 233 Interest Groups and Public Opinion in America 3 Credits
Development of the notions of opinion and interest, their transmission and their influence on decision-making.
Offered: spring of even-numbered years.

PSC 236 Political Campaigning 3 Credits
Campaigning resources, techniques, strategies and goals. Practical and theoretical treatment. Field research.
Offered: spring of odd-numbered years.

PSC 237 State and Local Politics 3 Credits
The institutions and policies of state and local governments, with focus on New York State. State and local elections, gubernatorial politics, state legislatures, community politics.
Offered: fall of odd-numbered years.

PSC 241 Human Rights and Globalization 3 Credits
Fulfills College Core: Field 5 (Social Sciences), Global Awareness
Offered: every fall.

PSC 242 International Organizations 3 Credits
International and transnational. Intergovernmental and non-governmental. Regional and global. Content areas: political, economic and humanitarian.
Fulfills College Core: Advanced Writing-Intensive, Field 5 (Social Sciences), Global Awareness
Offered: fall of odd-numbered years.

PSC 245 American Foreign Policy 3 Credits
US foreign relations in political perspective, including diplomatic history since 1945, as well as government structure, decision-making processes, and controversial foreign policy issues.
Offered: every fall.

PSC 250 Politics in Latin America 3 Credits
History of Latin America. Introduces the region's political, economic, and social characteristics. In-depth analysis of issues and countries in the region.
Fulfills College Core: Field 5 (Social Sciences)
Offered: every spring.

PSC 270 Facing Borders: Using Information in the 21st Century 3 Credits
Introduces students to the concept of information literacy, “a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information” (ALA, 1989). Over the course of the semester students will learn to apply these abilities to conduct research effectively and efficiently.
Fulfills College Core: Global Awareness
Offered: Fall.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC 320</td>
<td>American Constitutional Law I</td>
<td>3</td>
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<tr>
<td>PSC 321</td>
<td>American Constitutional Law II</td>
<td>3</td>
</tr>
<tr>
<td>PSC 334</td>
<td>Public Administration</td>
<td>3</td>
</tr>
<tr>
<td>PSC 335</td>
<td>Political Parties</td>
<td>3</td>
</tr>
<tr>
<td>PSC 336</td>
<td>Urban Government and Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 344</td>
<td>Transnational Crime After 9/11</td>
<td>3</td>
</tr>
<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11</td>
<td>3</td>
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<tr>
<td>PSC 355</td>
<td>European Union</td>
<td>3</td>
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<tr>
<td>PSC 360</td>
<td>Political Economy of the Developing World</td>
<td>3</td>
</tr>
<tr>
<td>PSC 370</td>
<td>Domestic Conflicts &amp; Peace</td>
<td>3</td>
</tr>
<tr>
<td>PSC 401</td>
<td>Political Science Capstone</td>
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<tr>
<td>PSC 420</td>
<td>The Constitution, The War on Terror and Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PSC 442</td>
<td>Seminar in International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 452</td>
<td>Politics of Identity in Europe</td>
<td>3</td>
</tr>
<tr>
<td>PSC 498</td>
<td>Internship</td>
<td>1-12</td>
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</tbody>
</table>

Offered:
- spring of even-numbered years.
- fall of odd-numbered years.
- every spring.
- spring of odd-numbered years.
- fall of even-numbered years.
- every fall.
- spring of even-numbered years.
- fall of even numbered years.
- every spring.
- occasionally, currently scheduled for fall 2018.
PSC 499 Independent Study 1-3 Credits
Research and/or directed reading under direction of faculty members associated with the Political Science department. Prior to seeking approval, a student must work with a faculty member and his/her on-site supervisor to develop a syllabus of learning goals, written outputs and deadlines. Independent studies require an application and approval by the associate dean. 
Prerequisite: permission of the instructor, department chair, & associate dean. 
Offered: fall & spring.

Law and Public Policy Minor

The Law and Public Policy minor focuses on the relationship between the legal system and public policy and is open to students in any major. It requires 8 courses (24 credits).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS 1</td>
<td>3</td>
</tr>
<tr>
<td>PSC 103</td>
<td>The American Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSC 215</td>
<td>National Issues and Public Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSC 245</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>PSC 320</td>
<td>American Constitutional Law I</td>
<td>3</td>
</tr>
<tr>
<td>PSC 321</td>
<td>American Constitutional Law II</td>
<td>3</td>
</tr>
<tr>
<td>or PSC 420</td>
<td>The Constitution, The War on Terror and Civil Liberties</td>
<td>3</td>
</tr>
<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11</td>
<td>3</td>
</tr>
<tr>
<td>or PSC 344</td>
<td>Transnational Crime After 9/11</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>24</td>
</tr>
</tbody>
</table>

1 Students may substitute ECO 330 or ECO 411 for ECO 311. Other substitutions may be made at the discretion of the Department Chair and need to be approved in advance.

Political Science Minor

The Political Science minor, for non-majors only, provides an introduction to an overview of the discipline.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSC 103</td>
<td>The American Constitution</td>
<td>3</td>
</tr>
<tr>
<td>PSC 104</td>
<td>American Political Process</td>
<td>3</td>
</tr>
<tr>
<td>PSC 111</td>
<td>Western Political Tradition</td>
<td>3</td>
</tr>
<tr>
<td>PSC 140</td>
<td>International Relations</td>
<td>3</td>
</tr>
<tr>
<td>PSC 150</td>
<td>Comparative Government and Politics</td>
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<tr>
<td>Public Policy - Select one of the following:</td>
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<tr>
<td>PSC 215</td>
<td>National Issues and Public Policy</td>
<td></td>
</tr>
<tr>
<td>PSC 237</td>
<td>State and Local Politics</td>
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</tr>
<tr>
<td>PSC 245</td>
<td>American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>PSC 334</td>
<td>Public Administration</td>
<td></td>
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<tr>
<td>PSC 345</td>
<td>Transnational Crime After 9/11</td>
<td></td>
</tr>
<tr>
<td>or PSC 344</td>
<td>Transnational Crime After 9/11</td>
<td></td>
</tr>
<tr>
<td>PSC 360</td>
<td>Political Economy of the Developing World</td>
<td></td>
</tr>
<tr>
<td>American Political Institutions and Behavior - Select one of the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSC 224</td>
<td>Congress and the Legislative Process</td>
<td></td>
</tr>
<tr>
<td>PSC 225</td>
<td>U.S. Presidency</td>
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</tr>
</tbody>
</table>

Total Credits 21

Psychology (BA or BS)

Chair: Charles Goodsell, PhD (goodselc@canisius.edu)

Introduction

The Department of Psychological Sciences at Canisius College offers two separate degrees; a Bachelor of Arts (BA) in Psychology and a Bachelor of Science (BS) in Psychology. While there are some similarities between these degrees, the differences between the two degrees are primarily related to what you want to do with the degree and the coursework aligned within each program.

The most noteworthy difference between the two degrees is the level of science/research courses that must be completed. In addition to the acquisition of discipline-specific knowledge obtained through the 10 courses aligned within the BA program, there are three additional statistical/research based courses that must be completed for the B.S. degree. In the Bachelor of Science degree program, student majors will be given the opportunity to complete scientifically rigorous coursework and to be immersed in research based experiential activities. Courses aligned with the degree are specifically designed to increase student knowledge and understanding of advanced statistical methods, and to help students develop the mastery of a skillset useful in attaining postgraduate and/or career objectives that utilize these methods of scientific inquiry.

The Department of Psychology maintains two useful websites; a Departmental website (https://www.canisius.edu/academics/programs/psychology/) that provides a description of the program, faculty, facilities, academic and co-curricular opportunities, and the Psycholopedia (http://psycholopedia.net/) that includes information on upcoming courses and events, psychology relevant student organizations, and a guide for students interested in applying to graduate school.

Qualifications

Students must maintain a 2.0 GPA in the major and a 2.0 overall average to graduate with a degree in Psychology.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.
Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

**Minors in Other Disciplines**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

**BA Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Required Courses:</td>
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</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Area I: Neuroscience &amp; Cognition: Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 326</td>
<td>Psychology of Memory</td>
<td></td>
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<tr>
<td>PSY 391</td>
<td>Biopsychology of Stress</td>
<td></td>
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<tr>
<td>PSY 397</td>
<td>Neuropsychology of Mental Disorders</td>
<td></td>
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<tr>
<td>PSY 398</td>
<td>Neuropsychology of Childhood Mental Disorders</td>
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<tr>
<td>PSY 410</td>
<td>Fundamentals of Human Neuropsychology</td>
<td></td>
</tr>
<tr>
<td>PSY 431</td>
<td>Sensation and Perception</td>
<td></td>
</tr>
<tr>
<td>Area II: Developmental &amp; Psychosocial: Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 203</td>
<td>Lifespan Developmental Psychology</td>
<td></td>
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<tr>
<td>PSY 302</td>
<td>Personality Psychology</td>
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<tr>
<td>PSY 303</td>
<td>Abnormal Psychology</td>
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</tr>
</tbody>
</table>

**BS Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

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<td></td>
</tr>
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<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 202</td>
<td>Research Methods in Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Area I: Neuroscience &amp; Cognition: Select one of the following:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PSY 495</td>
<td>Guided Research in Psychology</td>
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<tr>
<td>PSY 498</td>
<td>Psychology Practicum</td>
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<tr>
<td>PSY 497</td>
<td>Advanced Experimental Psychology</td>
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<tr>
<td>Area I: Neuroscience &amp; Cognition: Select one of the following:</td>
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<td>3</td>
</tr>
<tr>
<td>PSY 324</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 326</td>
<td>Psychology of Memory</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
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<tr>
<td>PSY 391</td>
<td>Biopsychology of Stress</td>
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<td>PSY 397</td>
<td>Neurobiology of Mental Disorders</td>
<td></td>
</tr>
<tr>
<td>PSY 398</td>
<td>Neurobiology of Childhood Mental Disorders[^6]</td>
<td></td>
</tr>
<tr>
<td>PSY 410</td>
<td>Fundamentals of Human Neuropsychology[^7]</td>
<td></td>
</tr>
<tr>
<td>PSY 431</td>
<td>Sensation and Perception</td>
<td></td>
</tr>
</tbody>
</table>

**Area II: Developmental & Psychosocial**
Select one of the following: 3
- PSY 203 Lifespan Developmental Psychology
- PSY 302 Personality Psychology
- PSY 303 Abnormal Psychology
- PSY 318 Social Psychology
- PSY 323 Motivation and Emotion
- PSY 384 Child & Adolescent Psychopathology

**Area III: Outcomes & Applications**
Select one of the following: 3
- PSY 229 Industrial/Organizational Psychology
- PSY 329 Leadership and Motivation
- PSY 334 Child, Family and Community Psychology
- PSY 373 Behavior Modification
- PSY 395 Assessment in the Behavioral Sciences
- PSY 452 Techniques of Counseling
- PSY 453 Theories of Counseling

**Psychology Electives**
Students may take any three psychology courses listed in the catalog. Substitutions of other courses may be possible but require approval by the department chairperson 9

**Total Credits** 39

**Note:** All students must complete a “Senior Assessment Exam” during the second semester of their senior year to complete the degree requirements.

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### Roadmap

**Recommended Semester Schedule for Major Course**

**Freshman**
- **Fall**  
  - PSY 101  
  - PSY 102
- **Spring**  
  - PSY 101  
  - PSY 102

**Sophomore**
- **Fall**  
  - PSY 201  
  - PSY 202
- **Spring**  
  - Psychology Area Course (I, II or III)  
  - Psychology Area Course (I, II or III)

**Junior**
- **Fall**  
  - Psychology Area Course (I, II or III)  
  - Psychology Area Course (I, II or III)
- **Spring**  
  - Psychology elective  
  - Psychology elective

**Senior**
- **Fall**  
  - Psychology elective  
  - Psychology elective
- **Spring**  
  - Psychology Practical Experience (BS students only)[^1]

[^1]: This requirement may be completed with 3 or more credits of PSY 495, PSY 497, or PSY 498.

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### Learning Goals & Objectives

#### Student Learning Goal 1

Students will demonstrate knowledge in selected discipline-specific content areas of psychology.

**Students will:**
- **Objective A:** demonstrate knowledge in learning theory, cognition, and memory;
- **Objective B:** demonstrate knowledge of sensation and perception, and physiological psychology;
- **Objective C:** demonstrate knowledge in the areas of clinical and abnormal psychology as well as personality theory;
- **Objective D:** demonstrate knowledge of social and developmental psychology

#### Student Learning Goal 2

Students will demonstrate abilities related to scientific inquiry in psychology.

**Students will:**
- **Objective A:** demonstrate knowledge of basic research methods;
- **Objective B:** use basic statistics to test hypotheses and correctly interpret the results of their analyses;
- **Objective C:** think critically about psychological phenomena and research;
- **Objective D:** demonstrate the communication skills, information literacy, and technology literacy necessary for conducting and interpreting scientific psychological research.
Student Learning Goal 3

Students will demonstrate knowledge of psychological ethics and social responsibility.

Students will:
- **Objective A**: demonstrate knowledge of the APA code of Ethics in the treatment of human and nonhuman research participants;
- **Objective B**: demonstrate knowledge of ethical guidelines within the context of academic and professional psychology.

Minors

The Psychology Department offers several psychology minors:

Child, Family and Community Studies (p. 263)

Clinical/Counseling Psychology Minor: Child/Adolescent Populations (p. 250)

Clinical/Counseling Psychology Minor: Adult Populations (p. 250)

Forensic Psychology Minor (http://catalog.canisius.edu/undergraduate/college-arts-sciences/psychology/forensic-psychology-minor/)

General Psychology Minor for Non-Majors (http://catalog.canisius.edu/undergraduate/college-arts-sciences/psychology/psychology-minor/)

Industrial/Organizational Psychology Minor (p. 251)

Neuropsychology Minor (p. 252)

Psychology Minor (p. 251)

School Psychology (p. 252)

Sports Psychology (p. 252)

Courses

**PSY 101 Introduction to Psychology I**

The study of behavior from a psychological perspective. Topics include methods of psychological inquiry, motivation and emotion, thinking and language, learning, memory and physiological basis of behavior. Students taking PSY 101 are expected to be available for participation in research studies or equivalent activity.

Offered: every fall.

**PSY 102 Introduction to Psychology II**

The study of behavior from a psychological perspective. Topics include methods of psychological inquiry, human development, social behavior, psychological testing, personality, psychopathology and psychotherapy. May be taken before PSY 101. Students taking PSY 102 are expected to be available for participation in research studies or equivalent activity.

Fulfills College Core: Field 5 (Social Sciences)

Offered: every spring.

**PSY 201 Basic Statistics for Behavioral Sciences**

Descriptive statistics, probability, sampling distributions, hypothesis testing and inferential statistics. SPSS for Windows.

Offered: fall & spring.

**PSY 202 Research Methods in Psychology**

Philosophical measurement and statistical concepts of common methods of experimental and non-experimental research. Design and execution of project required.

Prerequisite: PSY 201 or equivalent.

Offered: fall & spring.

**PSY 2020 Lifespan Developmental Psychology**

This course is designed to give an introductory overview of lifespan developmental psychology. We begin with neonatal development and end with aging and death. At each period in the lifespan we discuss physical, cognitive, emotional, and social development. By the end of the course, you will be able to identify how human psychological development progresses across the lifespan, explain fundamental historical theories of human development, and describe important scientific research in the field. We also discuss the impact discrimination, economic disadvantage, and other social justice issues can have on development.

Offered: every fall & spring.

**PSY 203 Lifespan Developmental Psychology**

Offered: occasionally.

**PSY 204 Abnormal Psychology**

Overview of the clinical symptoms associated with adult psychiatric disorders identified in the Diagnostic and Statistical Manual, 5th Edition (DSM-V). Factors associated with the development of the various types of psychopathology are examined and empirically validated treatments for these conditions are reviewed. The impact of mental illness on those afflicted, their family members and society is examined.

Offered: once a year.

**PSY 205 Abnormal Psychology**

Overview of the clinical symptoms associated with adult psychiatric disorders identified in the Diagnostic and Statistical Manual, 5th Edition (DSM-V). Factors associated with the development of the various types of psychopathology are examined and empirically validated treatments for these conditions are reviewed. The impact of mental illness on those afflicted, their family members and society is examined.

Offered: occasionally.

**PSY 206 Abnormal Psychology**

Overview of the clinical symptoms associated with adult psychiatric disorders identified in the Diagnostic and Statistical Manual, 5th Edition (DSM-V). Factors associated with the development of the various types of psychopathology are examined and empirically validated treatments for these conditions are reviewed. The impact of mental illness on those afflicted, their family members and society is examined.

Offered: occasionally.

**PSY 207 Adolescent Psychology**

Physiological, psychological and emotional factors in achieving maturity. Focuses on time frame from pre-puberty to emerging adulthood. Extension of theoretical orientation to adolescent problems. Emphasis on real world problems and solutions.

Offered: occasionally.

**PSY 208 Adolescent Psychology**

Physiological, psychological and emotional factors in achieving maturity. Focuses on time frame from pre-puberty to emerging adulthood. Extension of theoretical orientation to adolescent problems. Emphasis on real world problems and solutions.

Offered: occasionally.

**PSY 209 Adolescent Psychology**

Physiological, psychological and emotional factors in achieving maturity. Focuses on time frame from pre-puberty to emerging adulthood. Extension of theoretical orientation to adolescent problems. Emphasis on real world problems and solutions.

Offered: occasionally.

**PSY 210 Applied Behavioral Analysis**

This course focuses on the principles of applied behavior analysis and their application in classroom and home environments. Students receive in-depth instruction in functional behavioral assessments as well as the application of ABA principles to intervention, skill acquisition, and data management.

Offered: once a year.

**PSY 2100 Applied Behavioral Analysis**

This course focuses on the principles of applied behavior analysis and their application in classroom and home environments. Students receive in-depth instruction in functional behavioral assessments as well as the application of ABA principles to intervention, skill acquisition, and data management.

Offered: once a year.
PSY 312 Autism Spectrum Disorders and Developmental Disabilities  
3 Credits
This course provides an in-depth review of the characteristics and features of autism spectrum disorders (ASD) and their impact on the adaptive, social, emotional, and behavioral functioning of individuals with ASD. Additionally, this course will cover treatments and interventions for individuals with ASD. Attention will be given to etiology, myths, assessment, research-based interventions, program models, and legal issues.
Offered: once a year.

PSY 318 Social Psychology  
3 Credits
This course will examine scientific research on how individuals’ thoughts and emotions influence social behavior. Topics will include persuasion, stereotyping and prejudice, social identity, aggression, and relationships.
Offered: once a year.

PSY 320 Cultural Psychology  
3 Credits
Humans learn from our cultures in all aspects of our lives. Choosing a mate, political attitudes, prejudices, and even basic perceptions all depend on cultural learning. In all our actions we rely on ideas, values, strategies, feelings, and goals that have been shaped by our cultures. We cover both the psychological universals and the variations across cultures.
Fulfills College Core: Core Capstone
Offered: fall & spring.

PSY 322 Motivation and Emotion  
3 Credits
Covers behavioral, cognitive and physiological theories of motivation and emotion with special focus on humanistic motivational theories. Through course activities and assignments, students will apply the theories learned in class to their own behaviors, examine the nature and progress made on their personal goals during the semester and understand the dynamic interplay between goal-directed behavior and emotion.
Offered: spring.

PSY 324 Cognitive Psychology  
3 Credits
The psychological processes that enable us to acquire, store, retrieve and use knowledge. Topics include perception, attention, memory, language, thinking, and decision making. Applications in education, psychopathology.
Offered: once a year.

PSY 326 Psychology of Memory  
3 Credits
Examines the findings from laboratory research to gain a better understanding of the structure and organization of memory. Topics include working memory, encoding and retrieval processes, implicit memory and multiple memory systems, reconstructive processes in memory, eyewitness memory, developmental changes in memory, neuropsychological correlates of memory and memory disorders, source memory, memory improvement, and the repressed/recovered memory controversy.
Offered: occasionally.

PSY 329 Leadership and Motivation  
3 Credits
Determinants of leadership effectiveness, factors influencing effectiveness in maintaining leadership position, influencing followers and accomplishing group objectives. Emphasis on communication competencies, group interaction, experiential learning.
Prerequisite: PSY 101 or PSY 102, & junior or senior standing.
Offered: spring.

PSY 334 Child, Family and Community Psychology  
3 Credits
Focuses on the prevention of mental, emotional and behavioral disorders through the study of family and community influences on the developing child. Risk and preventive factors are examined and interventions at the family and community level are explored. Introduces students to the field of community psychology and offers meaningful ways for students to apply concepts. Also counts for CRJ credit.
Offered: every fall.

PSY 335 Psychopathology in Media  
3 Credits
An examination of the manner by which psychopathology is presented in various forms of media (e.g., movies, TV, internet). The validity of the information presented is comparatively analyzed against empirically generated diagnostic criteria, and the resulting impact of misinformation and inaccurate portrayals on societal knowledge/views of individuals with mental illness is discussed.
Offered: occasionally.

PSY 340 Stereotyping and Prejudice  
3 Credits
This course will examine stereotyping, prejudice, and discrimination from a social psychological perspective. This will include a focus on both individual differences and situational influences on stereotyping and prejudice, as well as a consideration of the cognitive and emotional factors that can promote or inhibit these processes.
Offered: Occasionally.

PSY 360 Psychology and Law  
3 Credits
Examines issues of considerable importance to the criminal justice system using empirical techniques from psychology. Topics include the conviction of the innocent, lie detection, the death penalty, the insanity defense, civil commitment, eyewitness memory, false and repressed memories, children in the courtroom, jury decision-making, and expert testimony.
Offered: spring of even-numbered years.

PSY 365 Psychology of Aging  
3 Credits
This course examines the developmental changes experienced during late life. We begin by examining the demography and science of aging. We then turn to the normative physical, cognitive, and psychosocial changes that come with aging. We also consider variability in normative age related changes. We examine the fine threshold between function and disability as well as important issues in late life such as long-term care and death & dying. Throughout the semester we engage with these topics with a variety of hands-on learning and lecture experiences to augment our excellent text. In particular, we address the unique challenges of aging for marginalized groups in a series of immersive projects.
Fulfills College Core: Core Capstone
Offered: occasionally.

PSY 370 School Psychology  
3 Credits
This course is an introduction to the field of school psychology including historical foundations, current issues, principles of assessment and service delivery models. This course focuses heavily on applying current research and evidence-based practice for children with behavioral, emotional, developmental and learning problems in schools. Issues involving schools as systems, cultural diversity, human exceptionality, professional standards, legal/ethical considerations, and the interrelationship between general and special education are emphasized.
Prerequisite: PSY 203.
Offered: every fall.

PSY 373 Behavior Modification  
3 Credits
A study of the principles of conditioning and learning as applied to practical approaches of behavior management and change. Students will learn how to conduct a functional analysis of problematic behavior and how to apply evidence based behavior-change techniques. Self-regulation and cognitive-behavioral techniques will also be discussed.
Offered: every fall.
PSY 375 Psychology of Addiction 3 Credits
This course aims to deepen and broaden students’ understanding of addiction. Specific attention will be paid to investigating the similarities and differences between chemical/substance addictions and behavioral/process addictions. Addiction to tobacco, alcohol, hard drugs, food eating, gambling, internet (and other electronic media), shopping, love, sex, exercise and work will be examined. The etiology of addiction will be studied, including biological and genetic factors, family and community issues, and societal and cultural influences. The consequences of addiction, as well as prevention and treatment approaches, will be examined at the individual, family, community, and societal levels. This course will draw on current research in the area of addiction, and will emphasize critical thinking and analysis of the current controversies in the field.
Offered: every spring.

PSY 380 Science and Pseudoscience in Psychology: Thinking Critically 3 Credits
This course will provide students with the skills needed to scientifically evaluate fringe-science, paranormal, and otherwise unorthodox claims about human behavior that regularly appear in popular culture and in the popular media. A major focus of the course will be on biases and heuristics in cognition that are typically adaptive but that also lead to predictable errors in reasoning.
Fulfills College Core: Field 5 (Social Sciences)
Offered: Every spring.

PSY 384 Child & Adolescent Psychopathology 3 Credits
This course will introduce students to the signs and symptoms of various psychiatric disorders of childhood and adolescence (e.g., conduct disorder, ADHD). Factors correlated with the development of these disorders are reviewed and empirically validated treatments for these conditions are discussed.
Prerequisite: A grade of C- or higher in PSY 101 and PSY 102.
Offered: every fall.

PSY 391 Biopsychology of Stress 3 Credits
This course is designed to give students an understanding of the anatomical, physiological and psychological components and effects of short-term and long-term stress. Material includes effects of stress on cardiovascular, digestive, reproductive, endocrine, and immune systems as well as factors that modulate the stress response.
Offered: once a year.

PSY 392 Prosocial Behavior 3 Credits
This course will examine the scientific evidence for what motivates people to behave in ways that benefit others. Topics include altruism, psychopathy, preferences for fairness, and the neuroscientific underpinnings of morality.
Fulfills College Core: Justice
Offered: Fall

PSY 395 Assessment in the Behavioral Sciences 3 Credits
Addresses fundamentals of classic test theory, scaling, reliability, and validity and provides an overview of measures of intelligence, achievement, and personality for clinical, educational, and research use.
Prerequisite: PSY 201.
Offered: fall & spring.

PSY 396 Behavior Intervention/Spec Pop 3 Credits
This RBT course has been designed for individuals that meet the eligibility requirements of the Behavior Analyst Certification Board (e.g., the person must possess a high school degree). This course is a hybrid course designed to teach you the basic principles, procedures and the underlying philosophy of ABA delivered in class and online. This training program is based on the Registered Behavior Technician Task List and is designed to meet the 40-hour training requirement for the RBT credential. The program is offered independent of the BACB.
Offered: occasionally.

PSY 397 Neurobiology of Mental Disorders 3 Credits
Examines the role of the putative biological underpinnings of the symptoms, etiology and treatment of various mental disorders. Includes introduction to neuroanatomy, neuropsychology, and neurotransmitter systems.
Prerequisite: PSY 101 or PSY 102, or permission of instructor.
Offered: every fall.

PSY 398 Neurobiology of Childhood Mental Disorders 3 Credits
This course is a sequel to Neurobiology of Mental Disorders and focuses on the neurobiological underpinnings of several developmental and other mental disorders affecting children today. There is extensive discussion of the role of a variety of prenatal and postnatal stressors in the development of mental disorders.
Prerequisite: Minimum grade of C in PSY 397 or BIO 114 or BIO 345 or Permission of Instructor.
Offered: every spring.

PSY 401 Advanced Statistics Seminar 3 Credits
Topics include bivariate and multiple regression, least-squares estimation, model-building techniques, assumptions and diagnostics, mediation and moderation, the logistic model and exploratory factor analytic techniques. SPSS will be used throughout. Students will conduct a final research project through secondary analysis of a large national data set.
Prerequisite: Minimum grade of B- in PSY 201.
Offered: every fall.

PSY 402 Applying Research Methods in Psychology 3 Credits
This course is designed to provide students with hands-on practice with experimental research methods in psychology. Students will learn how to plan, conduct, and analyze their own experimental research, and develop the knowledge and skills to apply and critique the scientific method across a variety of settings.
Prerequisite: PSY 202.
Offered: spring.

PSY 410 Fundamentals of Human Neuropsychology 3 Credits
An advanced course that provides students with a perspective on the neural mechanisms underlying behavior. Material covered in the course will include (but not be limited to) structure and function of the brain from the cellular to the structural levels, brain imaging techniques, and brain development, plasticity and neurological disorders.
Prerequisite: Minimum grade of C in PSY 101 or 102 or BIO 111 or BIO 114 or BIO 345 or Permission of Instructor.
Offered: spring.

PSY 431 Sensation and Perception 3 Credits
This course is an introduction to sensory systems and perceptual processes. Course focuses on each of the major sensory systems, beginning with the anatomy and physiology of the sense organ, and builds up to how we represent that information in the mind.
Prerequisite: Minimum grade of C in PSY 101 or PSY 102.
Offered: occasionally.
PSY 452 Techniques of Counseling 3 Credits
Examines the therapeutic relationship and traditional counseling and psychotherapy skills. Provides the opportunity to practice counseling strategies in an encouraging and supportive environment. Assist in the development of effective communication skills applicable in professional, general human services, and nonprofessional helper roles. Assessment and treatment strategies, used to address the most common disorders encountered in counseling, are studied.
Offered: every fall.

PSY 453 Theories of Counseling 3 Credits
Explores classic and contemporary theories of counseling. Cultural competency and empirical research are examined. Counseling approaches for specific diagnoses are discussed. Relates theories to students’ personal experiences and observations of others. Assists students with exploring their personal views regarding therapeutic change.
Offered: spring.

PSY 495 Guided Research in Psychology 1-6 Credits
Opportunity for students interested in designing and conducting empirical research to collaborate with faculty in research activities leading to undergraduate or professional conference presentations and possible publication.
Prerequisite: PSY 101, PSY 102, PSY 201, PSY 202, junior or senior status, & permission of instructor.
Offered: fall, spring, & summer.

PSY 497 Advanced Experimental Psychology 3 Credits
Intended for advanced students with the interest, prerequisites and commitment to experimental research. Involves students in hands-on data collection and statistical analysis.
Prerequisite: PSY 101, PSY 102, PSY 201, PSY 202, PSY 401, junior or senior status, & permission of instructor.
Offered: fall.

PSY 498 Psychology Practicum 3-6 Credits
Practicum allows students to engage in an extensive real-world learning experience in an organizational context relevant to Psychology. Placements include positions in such areas as schools, human resources, marketing, social services, as well as medical and forensic settings. Students increase their mastery of specific areas of Psychology by using theories and practices in these applied settings. The opportunity to work at a professional site helps students develop appropriate work standards, explore career options, and build mentor and other network relationships in the workplace. Students are required to spend 120 hours at their practicum site over the course of the semester. Supervision is provided by an on-site staff as well as a faculty advisor. For more information regarding this course and the application process, please contact the Psychology Department.
Prerequisite: permission of chair or supervising faculty member. Restriction: Second semester junior or senior status; 3.0 minimum GPA.
Offered: every fall, spring, & summer.

PSY 499 Independent Study 3 Credits
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.
Offered: fall, spring, & summer.

Clinical/Counseling Psychology Minor (Adult Populations)

The Clinical/Counseling Minor (Adult Populations) is appropriate for individuals planning careers in Psychology (Clinical/Counseling), Social Work, Mental Health Counseling, or any other field tied to the provision of mental health services. A minor in clinical/counseling psychology is useful for individuals interested in providing therapeutic services to a variety of client populations. Whereas some opportunities directly related to psychology do exist for bachelor’s degree holders (e.g., assistants in rehabilitation centers, or in other jobs involving data collection and analysis), attaining an advanced degree in the field (e.g., Master or Doctorate) leads to a broader array of potential career opportunities. Individuals interested in advanced degrees in psychology have the opportunity to learn psychotherapeutic approaches (e.g., psychodynamic, interpersonal, cognitive-behavioral, eclectic) to treat a variety of adjustment and mental health problems with various populations (e.g., individual, family, marital, group).

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 303</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 452</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 453</td>
<td>Theories of Counseling</td>
<td></td>
</tr>
<tr>
<td>Choose four of the following classes</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>PSY 302</td>
<td>Personality Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 323</td>
<td>Motivation and Emotion</td>
<td></td>
</tr>
<tr>
<td>PSY 324</td>
<td>Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 391</td>
<td>Biopsychology of Stress</td>
<td></td>
</tr>
<tr>
<td>PSY 395</td>
<td>Assessment in the Behavioral Sciences</td>
<td>1</td>
</tr>
<tr>
<td>PSY 397</td>
<td>Neurobiology of Mental Disorders</td>
<td>2</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Fundamentals of Human Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Practicum (must take 498C - clinical counseling psychology)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18

1 Please note that PSY 201 is a prerequisite for PSY 395
2 Please note that PSY 101 and PSY 102 or permission by instructor are prerequisites for PSY 397
3 Please note that PSY 410 requires a minimum grade of C in PSY 101 or PSY 102 or BIO 111 or BIO 114 or BIO 345 or permission of instructor

Clinical/Counseling Psychology Minor (Child/Adolescent Populations)

The Clinical/Counseling Minor in Child/Adolescent Populations is appropriate for individuals planning careers in Psychology (Clinical/Counseling), Social Work, Mental Health Counseling, or any other field tied to the provision of mental health services. A minor in clinical/counseling psychology is useful for individuals interested in providing therapeutic services to a variety of client populations. Whereas some opportunities directly related to psychology do exist for bachelor’s degree holders (e.g., assistants in rehabilitation centers, or in other jobs involving data collection and analysis), attaining an advanced degree in the field (e.g., Master or Doctorate) leads to a broader array of potential career opportunities. Individuals interested in advanced degrees in psychology have the
opportunity to learn psychotherapeutic approaches (e.g., psychodynamic, interpersonal, cognitive-behavioral, eclectic) to treat a variety of adjustment and mental health problems with various populations.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 373</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY 384</td>
<td>Child &amp; Adolescent Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 203</td>
<td>Lifespan Developmental Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose three of the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 304</td>
<td>Family Communication</td>
<td>3</td>
</tr>
<tr>
<td>PSY 310</td>
<td>Applied Behavioral Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PSY 312</td>
<td>Autism Spectrum Disorders and Developmental Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>PSY 334</td>
<td>Child, Family and Community Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370</td>
<td>School Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 396</td>
<td>Behavior Intervention/Spec Pop</td>
<td>3</td>
</tr>
<tr>
<td>PSY 398</td>
<td>Neurobiology of Childhood Mental Disorders</td>
<td>3</td>
</tr>
<tr>
<td>PSY 498</td>
<td>Psychology Practicum (must take 498C - clinical counseling psychology practicum)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 452</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 453</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 18

1. Please note that PSY 312 requires a minimum grade of C in PSY 101 or PSY 102 and in both PSY 201 and PSY 202
2. Please note that PSY 203 is a prerequisite course for PSY 370
3. Please note that PSY 398 requires a minimum grade of C in PSY 397 or BIO 114 or permission of instructor

**Forensic Psychology Minor**

The forensic minor is for students who have interest in clinical, applied, and/or research within the area of psychology and law. It is an interdisciplinary field encompassing mental health (psychology, psychiatry, social work), law, and public policy. Forensic psychology offers a wide variety of career opportunities.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 227</td>
<td>Criminal Justice I</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 228</td>
<td>Criminal Justice II</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 330</td>
<td>Current Issues in Forensic Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 360</td>
<td>Psychology and Law</td>
<td>3</td>
</tr>
<tr>
<td>PSY 303</td>
<td>Abnormal Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following psychology electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 373</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY 395</td>
<td>Assessment in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>PSY 452</td>
<td>Techniques of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 453</td>
<td>Theories of Counseling</td>
<td>3</td>
</tr>
<tr>
<td>PSY 498F</td>
<td>Forensic Psychology Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following criminal justice electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 250</td>
<td>Criminal Law and Procedure</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 24

**Industrial-Organizational Psychology Minor**

This interdisciplinary collaboration between the Departments of Psychology and Management/Marketing is for students who expect to work in any kind of organization, a human services agency, a law firm, a hospital, etc. The application of psychology in a business environment is most directly apparent in the field of human resources, but the subject matter relates to all work environments. Courses in the minor cover how employees are selected and placed, the training of employees, performance evaluation, interpersonal interaction and employee relation, motivation and job satisfaction, etc. Students with the minor are well prepared to succeed in any kind of organizational environment.

The Industrial/Organizational Minor consists of seven courses, described under Curriculum. Additional optional courses that students may find useful include PSY 373, PSY 452, ECO 101, ECO 102, ACC 201, ACC 202, COM 319, MGT 201, MGT 320, MGT 331, MGT 367, ENT 401.

**Curriculum**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 229</td>
<td>Industrial/Organizational Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 318</td>
<td>Social Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 395</td>
<td>Assessment in the Behavioral Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 364</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 460</td>
<td>Ethical Power and Influence for Leaders</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

Note: Students may not take PSY 229 and MGT 360 in the same semester.
Neuropsychology Minor

The Neuropsychology minor is designed to attract students who are interested in pursuing careers in the fields of clinical and cognitive neuropsychology as well as to enhance understanding of brain/behavior relationships for those aspiring to other health-related professions.

Although this minor is available to any student, prerequisites may make it difficult for some students to complete all of the requirements.

Curriculum

In addition to the four foundation courses (PSY 101, PSY 102, PSY 201, PSY 202) and fulfillment of the Core Area requirement, students will be expected to complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 114 &amp; 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>PSY 410</td>
<td>Fundamentals of Human Neuropsychology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Four courses from the following including one from list A and one from list B</td>
<td>12</td>
</tr>
<tr>
<td>Group A</td>
<td>PSY 391 Biopsychology of Stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 397 Neurobiology of Mental Disorders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 398 Neurobiology of Childhood Mental Disorders</td>
<td></td>
</tr>
<tr>
<td>Group B</td>
<td>PSY 324 Cognitive Psychology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 326 Psychology of Memory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 431 Sensation and Perception</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 19

Sports Psychology Minor

The sports psychology minor provides students interested in psychology and physical education with an interdisciplinary approach to the study of sport, physical activity, health psychology, exercise psychology or coaching. The minor ideally prepares the student for careers in coaching or sport psychology. Students may seek advisement from the Psychology Department or the Department of Kinesiology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation¹</td>
<td>3</td>
</tr>
<tr>
<td>PSY 373</td>
<td>Behavior Modification</td>
<td>3</td>
</tr>
<tr>
<td>PSY 391</td>
<td>Biopsychology of Stress</td>
<td>3</td>
</tr>
<tr>
<td>HED 361</td>
<td>Psychology of Sport and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>PED 380</td>
<td>Concepts of Teaching Sport Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 21

1. Please note that PSY 101 or PSY 102 and junior or senior standing are prerequisites for PSY 329

Religious Studies (BA)

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction

Religion plays an important role in human life and history. A strong liberal education requires introduction to the intellectual analysis of this important dimension of human existence. A major in religious studies and theology provides a broad intellectual context for those who wish to study religion in greater depth. The major program offers study and appreciation of Roman Catholicism, other sects of Christianity including Eastern Orthodoxy, Jewish religious thought, the Islamic tradition, and surveys of other religions. This approach involves the comparative study of religions and a positive approach to diversity of religious understandings. The department provides the opportunity for a critical appraisal of religious faith through the study of primary source materials and the use of interdisciplinary methodologies, such as theology and history. The department also expresses the religious dimension of the college’s founding in the Jesuit and Catholic tradition. Its orientation is to serve the community that shares the values of that tradition. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Religious Studies and Theology website (https://www.canisius.edu/academics/programs/religious-studies-and-theology/).
Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Religious Studies and Theology.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Religious Studies and Theology majors have often majored in Classics, Communications, Education, History, Philosophy, or Psychology.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation.

The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
(10 Courses)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST 200</td>
<td>Introduction to the Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>RST 201</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following RST courses in a non-Christian contemporary religion:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RST 220</td>
<td>Introduction to Eastern Religions</td>
<td></td>
</tr>
<tr>
<td>RST 221</td>
<td>Native American Religions</td>
<td></td>
</tr>
<tr>
<td>RST 224</td>
<td>Islam: Tradition and Revival</td>
<td></td>
</tr>
<tr>
<td>RST 240</td>
<td>Development of Jewish Religious Thought and Practice</td>
<td></td>
</tr>
<tr>
<td>RST 400</td>
<td>Religious Studies and Theology Seminar</td>
<td>3</td>
</tr>
<tr>
<td>RST 489</td>
<td>Projects for Majors</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>Select 5 RST electives at the 200-level or higher</td>
<td>15</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

We invite you to meet with the chair or relevant professor to choose electives for the major that align with your interests.

Additional Course Considerations
The Department has no required foreign language course(s) for its majors, but it strongly encourages all majors, if they are considering seminary or graduate study in theology or religion, to take a foreign language that is especially relevant to a student’s interest in the discipline, such as Biblical Hebrew, Greek, Latin, or a modern foreign language. Greek and Latin are offered through the Classics Department and modern foreign languages through the Department of Modern Languages. Literature and Cultures. Biblical Hebrew is offered on demand when there is sufficient student interest through the Religious Studies and Theology Department.

The Department also offers courses for credit through the Institute for the Global Study of Religion. (https://www.canisius.edu/academics/office-academic-affairs/academic-institutes-and-centers/institute-global-study-religion/) These are immersion experiences, often abroad, and are offered on a rotating basis. Please contact Dr. Timothy Wadkins (wadkins@canisius.edu) for further information.

Roadmap
Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>RST 101</td>
</tr>
<tr>
<td>Spring</td>
<td>RST 200</td>
</tr>
<tr>
<td>Sophomore</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>RST 201</td>
</tr>
<tr>
<td>Spring</td>
<td>RST Course in a non-Christian contemporary religion</td>
</tr>
<tr>
<td>RST Elective</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Student Learning Goal 1

Religious Studies and Theology majors will know the scriptures which form the foundation of Judaism and Christianity, as well as the basic insights of at least one other world religion.

Students will:
- **Objective A**: Students will demonstrate understanding of the scriptural traditions of the Hebrew Bible;
- **Objective B**: Students will demonstrate understanding of the scriptural traditions of the New Testament;
- **Objective C**: Students will demonstrate understanding of the religious teachings of a religion other than Christianity.

Student Learning Goal 2

Religious Studies and Theology majors will be critical thinkers about religion.

Students will:
- **Objective A**: Describe the context of a particular religious or theological question and develop a thesis in response to the question;
- **Objective B**: Analyze alternative viewpoints of the issues raised by the question and construct a logical defense of the argument;
- **Objective C**: Draw warranted conclusions from the evidence gathered.

Student Learning Goal 3

Religious Studies and Theology majors will do scholarly research and writing in Religious Studies or Theology.

Students will:
- **Objective A**: Use a major theory or a theoretically-based method from the academic study of religion as part of an analysis of a religious or theological question;
- **Objective B**: Demonstrate understanding of intellectual property and present evidence in a fair and ethical manner;
- **Objective C**: Cite sources in an appropriate documentation style.

Minors

The Religious Studies and Theology Department offers a minor for non-majors in Religious Studies and Theology. The department is also the administrative center for an Interdisciplinary Minor in Catholic Studies that is open to students in any major.

- Religious Studies and Theology Minor (p. 257)
- Interdisciplinary Minor in Catholic Studies (p. 256)

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST 101</td>
<td>Introduction to Religious Studies and Theology</td>
<td>3</td>
</tr>
<tr>
<td>RST 150</td>
<td>Exploring Your Spirituality: Discovering Your Personal Relationship with God</td>
<td>1</td>
</tr>
<tr>
<td>RST 200</td>
<td>Introduction to the Hebrew Bible</td>
<td>3</td>
</tr>
<tr>
<td>RST 201</td>
<td>Introduction to the New Testament</td>
<td>3</td>
</tr>
<tr>
<td>RST 219</td>
<td>History of Eastern Orthodox Christianity</td>
<td>3</td>
</tr>
<tr>
<td>RST 220</td>
<td>Introduction to Eastern Religions</td>
<td>3</td>
</tr>
<tr>
<td>RST 221</td>
<td>Native American Religions</td>
<td>3</td>
</tr>
</tbody>
</table>

An academic introduction to the nature and role of religion in human life and society, including the Jesuit and Catholic traditions as well as other world religions.

*Offered:* fall & spring.

The course is intended to help students establish and/or re-kindle a sense of spirituality in their lives. Through the course, students will develop an understanding of their personal spirituality and unique relationship with God.

*Corequisite: none.*

*Offered: occasionally.*

Introduction to the literature of the Hebrew Bible within its ancient Near Eastern setting. Particular attention paid to historical, literary, cultural, and theological questions.

*Prerequisite:* RST 101.

*Fulfills College Core:* Field 1 (Religious Studies and Theology), Global Awareness

*Offered: occasionally.*

Introduction to the literature of the New Testament, the socio-historical context that produced it, and its use as a historical source for the study of the early Christian movement.

*Prerequisite:* RST 101.

*Fulfills College Core:* Field 1 (Religious Studies and Theology)

*Offered: occasionally.*

Historical study of Eastern Christian Churches.

*Prerequisite:* RST 101.

*Fulfills College Core:* Field 1 (Religious Studies and Theology), Global Awareness

*Offered: occasionally.*

This survey course will introduce students to the range and complexity of some of the religious traditions associated with South, Southeast and East Asia. Students will encounter a wide variety of primary and secondary sources describing these religious traditions and experiences, including sacred texts, mythology, medieval devotional poetry, and more.

*Prerequisite:* RST 101.

*Fulfills College Core:* Field 1 (Religious Studies and Theology), Global Awareness

*Offered: occasionally.*

The nature of indigenous religions in Native American societies and the effect of cultural change through contact with other cultures.

*Prerequisite:* RST 101.

*Fulfills College Core:* Diversity, Field 1 (Religious Studies and Theology)

*Offered: occasionally.*
RST 224 Islam: Tradition and Revival 3 Credits
In this course, after an introduction to the foundations of Islam, we will investigate this diversity through the study of Islamic scriptures, Muslim cultures, social institutions, religious practices, and Muslim and Western writings about them in order to better understand Islam and Muslims in the U.S. and throughout the world. Also accepted for Anthropology major and minor credit.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: occasionally.

RST 229 Religious Perspectives on Animals 3 Credits
This course will focus on the historical and cultural relationship between the world's religions and the animal realm.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 230 Catholic Belief Today 3 Credits
Based on the Creed, this course examines the fundamental articles of faith. They include faith itself, the Bible, church tradition; the one God as Trinity, revealed in Jesus, and present through the Holy Spirit; the church as a structured and prayerful community, with seven sacraments.
Prerequisite: RST 101.
Fulfills College Core: Advanced Writing-Intensive, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 231 Introduction to Catholic Studies 3 Credits
Major movements and personalities in Catholic theology, history, culture, and spirituality. How the Catholic church came to be what it is today. The Catholic world-view and its relation to modern society.
Prerequisite: RST 101.
Fulfills College Core: Advanced Writing-Intensive, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 232 Biblical Archaeology 3 Credits
An investigation of cultures and artifacts related to the texts of the Bible. We will discuss archaeological procedures and principles and examine how archaeological evidence from the Ancient Near East helps us understand the Bible and in some cases how it supports or challenges the biblical narratives.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 233 Early Christianity 3 Credits
Historical study of the development of Christianity from its first century roots to its rise as the dominant religion of the Roman Empire.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 234 Modern Global Christianity 3 Credits
Historical study of the life, thought, and worship of Christians, both Protestant and Catholic, from the Reformation to the present.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 235 Development of Jewish Religious Thought and Practice 3 Credits
Jewish religious thought and practice from biblical times to the present, including modern trends in Judaism.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 236 Religions and Film 3 Credits
To learn about major religious traditions of the world by analyzing foreign films created by authors from cultures where those religious traditions are important elements of public discourse. Attendance at film lab is required.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: occasionally.

RST 237 Images of Jesus in Film and Art 3 Credits
Development of artistic representations of Jesus and other Biblical persons along with Christian concepts and themes. Selection of European and American films as well as pertinent art from Western Christianity.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 238 History of Religion in Film 3 Credits
This course will examine parts of the New Testament that engage issues of race and ethnicity, both to understand their ancient roots and their role in American history of slavery and civil rights. Attention will also be paid to the construction of anti-Semitism in Christianity from these passages.
Prerequisite: RST 101 or HON 111.
Fulfills College Core: Diversity, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 239 Religious Perspectives on Animals 3 Credits
This course will focus on the historical and cultural relationship between the world's religions and the animal realm.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 240 Development of Jewish Religious Thought and Practice 3 Credits
Jewish religious thought and practice from biblical times to the present, including modern trends in Judaism.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 241 Islamic-Arabic Studies: Language and Littérature 3 Credits
Study of Arabic and Islamic-Arabic literature with an emphasis on their impact on modern society.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 242 Biblical Archaeology 3 Credits
An investigation of cultures and artifacts related to the texts of the Bible. We will discuss archaeological procedures and principles and examine how archaeological evidence from the Ancient Near East helps us understand the Bible and in some cases how it supports or challenges the biblical narratives.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 243 Islamic Religious Thought and Practice 3 Credits
In this course, after an introduction to the foundations of Islam, we will investigate this diversity through the study of Islamic scriptures, Muslim cultures, social institutions, religious practices, and Muslim and Western writings about them in order to better understand Islam and Muslims in the U.S. and throughout the world. Also accepted for Anthropology major and minor credit.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: occasionally.

RST 244 Women, Gender, and Religion: Judaism, Christianity, Islam 3 Credits
This course examines the role of sacred texts and their interpretation in defining both women's roles and their status as "women," particularly in terms of their bodies, in three related religious traditions: Judaism, Christianity, and Islam. Emphasis will be placed on contemporary women's re-interpretation and formation of positive female expressions of religious identity over and against patriarchal traditions and practices.
Prerequisite: RST 101 or HON 111.
Fulfills College Core: Diversity, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 245 Early Christianity 3 Credits
Historical study of the development of Christianity from its first century roots to its rise as the dominant religion of the Roman Empire.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 246 History of Religion in Film 3 Credits
This course will examine parts of the New Testament that engage issues of race and ethnicity, both to understand their ancient roots and their role in American history of slavery and civil rights. Attention will also be paid to the construction of anti-Semitism in Christianity from these passages.
Prerequisite: RST 101 or HON 111.
Fulfills College Core: Diversity, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 247 Modern Global Christianity 3 Credits
This course will examine parts of the New Testament that engage issues of race and ethnicity, both to understand their ancient roots and their role in American history of slavery and civil rights. Attention will also be paid to the construction of anti-Semitism in Christianity from these passages.
Prerequisite: RST 101 or HON 111.
Fulfills College Core: Diversity, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 248 Islamic Religious Thought and Practice 3 Credits
In this course, after an introduction to the foundations of Islam, we will investigate this diversity through the study of Islamic scriptures, Muslim cultures, social institutions, religious practices, and Muslim and Western writings about them in order to better understand Islam and Muslims in the U.S. and throughout the world. Also accepted for Anthropology major and minor credit.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: occasionally.

RST 249 Religious Perspectives on Animals 3 Credits
This course will focus on the historical and cultural relationship between the world's religions and the animal realm.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 250 Religious Perspectives on Animals 3 Credits
This course will focus on the historical and cultural relationship between the world's religions and the animal realm.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology)
Offered: occasionally.
RST 345 Bio-Moral Problems 3 Credits
Inquiry into Catholic theological moral theories and application of theories to problems raised by bioethics and by health care.
Prerequisite: RST 101.
Fulfills College Core: Ethics, Field 1 (Religious Studies and Theology)
Offered: occasionally.

RST 347 Ecotheology 3 Credits
Critical investigation of Christian theologies’ messages about and methods of engaging environments.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Oral Communication
Offered: occasionally.

RST 355 The Problem of Suffering 3 Credits
Suffering confronts each individual in illness, broken relationships, failures, drug abuse and death. The course addresses how God is active even in suffering.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: occasionally.

RST 360 Magic, Science and Religion 3 Credits
This course will introduce students to some of the diverse ways that cultures of the world create meaning from the chaos of the apprehended world, as well as some of the approaches that scholars of religion utilize to understand those processes. We will focus not only on ‘exotic’ societies and peoples, but also explore the meanings of magic, science and religion in more familiar contemporary North America.
Prerequisite: RST 101.
Fulfills College Core: Field 1 (Religious Studies and Theology), Global Awareness
Offered: occasionally.

RST 390 Christian Marriage 3 Credits
Concentrated investigation of Christian and Catholic marriage. Examination of the history, ideas, ideals, and practices about marriage. Relevant questions from perspectives of justice, ethics, diversity, and global awareness.
Fulfills College Core: Core Capstone

RST 391 Religious Diversity in Buffalo 3 Credits
Exploration of religious diversity in Buffalo, the United States, and the world. May include visits to congregations to observe worship and interviews to learn about religious beliefs, practices, and experiences of interactions with other religious communities.
Fulfills College Core: Core Capstone
Offered: occasionally.

RST 392 Liberation Theologies 3 Credits
Study of the origins and development of Liberation Theology in Latin America and the ways in which it evolved among other racial, ethnic, and gender groups in the United States and elsewhere. Special attention to issues of ethics and social justice.
Fulfills College Core: Core Capstone
Offered: occasionally.

RST 400 Religious Studies and Theology Seminar 3 Credits
A seminar for RST majors and minors. This class is an advanced level seminar that will focus on some of the most influential theoretical and methodological approaches in the field.
Prerequisite: RST 101. Restriction: must be a religious studies and theology major or minor or obtain permission of the instructor.
Offered: occasionally.

RST 489 Projects for Majors 3 Credits
Concentrated investigation of a topic of particular interest to the student, under supervision of faculty advisor.
Prerequisite: RST 101 & departmental approval. Restriction: must be a religious studies and theology major or minor or obtain permission of the instructor.
Offered: fall & spring.

RST 496 Internship 3 Credits
Combination of teaching or religious work with special readings and theological reflection, under the guidance of department faculty. Internships require an application and approval by the associate dean.
Prerequisite: RST 101 & permission of both the department chair & associate dean. Restriction: must be a religious studies and theology major or minor or obtain permission of the instructor.
Offered: fall & spring.

RST 499 Independent Study 1-3 Credits
Independent studies allow in-depth study of a specific topic and are most often reserved for seniors who cannot otherwise fulfill a graduation requirement. Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Interdisciplinary Minor in Catholic Studies

Director: Stephen Chanderbhan, PhD (chanders@canisius.edu)

The Catholic Studies minor (https://www.canisius.edu/academics/programs/catholic-studies/) at Canisius College examines the doctrinal, historical, legal, spiritual and cultural traditions of Catholicism. In addition, it includes “dialogue” with people of other faiths and the examination of intellectual disciplines that have been influenced by Catholicism, such as art, history, law, literature, politics, philosophy and the sciences. As a result, this program requires study in several departments of the college and highlights the Catholic tradition upon which the college was founded.

Any person who wishes to know more about the Catholic heritage, to further one’s personal development, or to pursue a principle-based career in public service, medicine, journalism or law would find this minor relevant. Those pursuing church-related careers or academic objectives would also want to complete this program. Future seminarians, lay ministers, and teachers interested in the Catholic educational system, those preparing for graduate work in theology or religious studies and anyone planning to pursue an administrative, marketing, accounting, or IT career in a Catholic organization such as a social work agency or health care system would benefit from this program. The program director will help the student choose appropriate courses or appoint an advisor to do so.

Each student who completes this minor will:

1. Be knowledgeable about some facet of Catholic doctrine or piety and the relevance of a concept that originates from the Catholic philosophical or social traditions;
2. Be able to think critically about the Catholic contribution in one area of history or culture;
3. Become an effective scholarly researcher and writer about Catholicism and its intellectual heritage.
All courses in the Catholic Studies minor except CTH 400 are offered in traditional academic departments and usually meet the criteria established by these departments for field studies or major credit. Most courses in the minor are also part of the college’s core curricula and therefore can also be taken as a way to fulfill core requirements.

In addition, language and reading courses in Latin and Greek are strongly recommended.

Please contact Dr. Steve Chanderbhan (chanders@canisius.edu) (716-888-2223) in the Department of Philosophy for a more detailed description of the program, including course descriptions, possible course substitutions, and ways students have benefitted from this minor in recent years.

**Curriculum of the Catholic Studies Minor**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RST 231</td>
<td>Introduction to Catholic Studies</td>
<td>3</td>
</tr>
<tr>
<td>CTH 400</td>
<td>Research in Catholic Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one course in each of the following areas (but no more than two courses from any one department in these areas):

- Catholic Theology and Life
- Catholic Culture: Literature, Art, Music & Science
- Catholic History & Politics
- Catholic Philosophy & Social Thought

| Total Credits | 18 |

**Courses that Fulfill Catholic Theology and Life**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HON 359</td>
<td>Spiritual Autobiography</td>
<td>3</td>
</tr>
<tr>
<td>RST 230</td>
<td>Catholic Belief Today</td>
<td>3</td>
</tr>
<tr>
<td>RST 353</td>
<td>Seven Signs of Love</td>
<td>3</td>
</tr>
<tr>
<td>RST 390</td>
<td>Christian Marriage</td>
<td>3</td>
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</table>

**Courses that Fulfill Catholic Culture: Literature, Art, Music and Science**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 233</td>
<td>The Quest in Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>FAH 213</td>
<td>Greek and Roman Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 224</td>
<td>Medieval Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 245</td>
<td>Renaissance Art</td>
<td>3</td>
</tr>
<tr>
<td>FAH 248</td>
<td>Baroque Art</td>
<td>3</td>
</tr>
<tr>
<td>FAM 216</td>
<td>Medieval and Renaissance Music</td>
<td>3</td>
</tr>
<tr>
<td>HON 242</td>
<td>Cultural Constructions of Jesus</td>
<td>3</td>
</tr>
<tr>
<td>RST 237</td>
<td>Images of Jesus in Film and Art</td>
<td>3</td>
</tr>
<tr>
<td>RST 314</td>
<td>New Testament in Literature and Art</td>
<td>3</td>
</tr>
<tr>
<td>RST 343</td>
<td>Franciscan Reply to Science</td>
<td>3</td>
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**Courses that Fulfill Catholic History and Politics**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CLS 104</td>
<td>Roman History</td>
<td>3</td>
</tr>
<tr>
<td>CLS 308</td>
<td>Pagans and Christians</td>
<td>3</td>
</tr>
<tr>
<td>HIS 106</td>
<td>The Medieval World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 131</td>
<td>Latin American History to 1830</td>
<td>3</td>
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**Courses that Fulfill Catholic Philosophy & Social Thought**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HON 360</td>
<td>Topics in Modern Christianity</td>
<td>3</td>
</tr>
<tr>
<td>PHI 267</td>
<td>Faith, Reason, and Justice Catholic Social Thought</td>
<td>3</td>
</tr>
<tr>
<td>PHI 302</td>
<td>Medieval Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>RST 340</td>
<td>Moral Issues Today</td>
<td>3</td>
</tr>
<tr>
<td>RST 341</td>
<td>Catholic Social Ethics: Theological Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>RST 342</td>
<td>Theological Ethics and Environmental Justice</td>
<td>3</td>
</tr>
<tr>
<td>RST 345</td>
<td>Bio-Moral Problems</td>
<td>3</td>
</tr>
<tr>
<td>RST 392</td>
<td>Liberation Theologies</td>
<td>3</td>
</tr>
<tr>
<td>RST 393</td>
<td>Catholic Concept of Conscience</td>
<td>3</td>
</tr>
</tbody>
</table>

**Religious Studies and Theology Minor**

The Religious Studies and Theology Minor is available to students majoring in disciplines other than Religious Studies and Theology.

Students are encouraged to meet with the chair or relevant professor to design a minor that aligns with their interests. We particularly encourage minors to choose courses that integrate with their major, for example, world religions alongside international relations or courses on religion and science, biomedical issues, and the environment for science majors.

The minor requires six courses, including RST 101.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Required Course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RST 101</td>
<td>Introduction to Religious Studies and Theology</td>
<td>3</td>
</tr>
</tbody>
</table>

**Electives**

5 upper level (200 or above) RST courses 15

| Total Credits | 18 |

**Social Sciences Program (AA or BS)**

The social science program of courses deals with mankind’s political, social, economic and psychological interrelatedness as studied in the fields of sociology, history, political science, communication studies, economics and psychology. Students in this program develop and refine their insights into human behavior through a wide range of social observation, inquiry and study. By allowing a considerable degree of freedom in choosing electives, the program permits a meaningful flexibility not found in more restrictive curricula.
Qualifications
Students must maintain an overall 2.0 cumulative average to graduate with a degree from Canisius.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Students interested in pursuing this degree at either the major or Associates level should contact the Associate Dean in the College of Arts and Sciences.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).

Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation.

The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
The associate of arts degree program in social sciences requires the completion of 60 credits of coursework. This program has two basic purposes:

1. It offers an immediate degree goal for students seeking a general introduction to the social sciences (psychology, sociology, political science, economics, and anthropology); and
2. It provides a basic foundation for those who wish to go on for a bachelor’s degree.

The program contains a second track designed for the prospective business major. Students who plan baccalaureate studies in the future are encouraged to choose the track which is more appropriate for them. If a student remains at Canisius College, all of the coursework in the associate degree program is transferable and applicable to the bachelor’s program.

Social Sciences Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MAT 106</td>
<td>Calculus for the Non-Sciences</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101 &amp; ECO 102</td>
<td>Principles of Macroeconomics and Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101 &amp; PSY 102</td>
<td>Introduction to Psychology I and Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>PSC 103 &amp; PSC 104</td>
<td>The American Constitution and American Political Process</td>
<td>6</td>
</tr>
<tr>
<td>SOC 110 &amp; SOC 111</td>
<td>Introduction to Sociology and Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>ANT 121 &amp; ANT 122</td>
<td>Biological Anthropology and Sociocultural Anthropology</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 30

Business Track

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105</td>
<td>Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 106</td>
<td>Calculus for the Non-Sciences</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
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<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives
2 courses from the business core

Total Credits 18

Other Associate’s Degree Regulations
The basic residency requirement for A.A. degrees is 30 credit hours, at least 15 of which must be completed in traditional classroom situations. No more than 30 credits may be transferred from another institution. Not all courses at other institutions are applicable to the associate degree, and transfer students are required to have a transfer evaluation completed by the college.

For more information contact the Associate Dean in the College of Arts and Sciences.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).

Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation.

The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
The BS Social Science degree allows students to self-design a program of study or to complete their Bachelor’s degree outside the normal guidelines...
of more traditional majors. Students may choose this major as means of completing their degree, especially for those returning to college years after they first enrolled.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Basic Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select four courses each from four of the following departments, for a total of 16 courses:</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Anthropology:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANT 121 &amp; ANT 122</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Biological Anthropology &amp; Sociocultural Anthropology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two 300/400 level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Studies:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Select two of the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 201 Oral Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 202 Communication Theory</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 203 Writing for the Public Media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 204 Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 205 Mass Communication and Society</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COM 206 Introduction to Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two 300/400 level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Economics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ECO 101 Principles of Macroeconomics &amp; ECO 102 Principles of Microeconomics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two 300/400 level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 123 History of the United States: The Colonial Period to Reconstruction &amp; HIS 124 History of the United States: 1877 to the Present</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two 300/400 level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Science:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSC 103 The American Constitution &amp; PSC 104 American Political Process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two 300/400 level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychology:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PSY 101 Introduction to Psychology I &amp; PSY 102 Introduction to Psychology II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two Psychology courses above 100 level</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sociology:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 110 Introduction to Sociology &amp; SOC 111 Contemporary Social Problems</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Plus two 300/400 level courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Courses</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three additional 300/400 level courses in one of the chosen departments: Interdisciplinary courses may be substituted for one or more department courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAT 131 Statistics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Social Sciences Methods - Select one of the following:</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>PSC 217 Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOC 342 Quantitative Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ANT 351 Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>54</td>
</tr>
</tbody>
</table>

**Sociology (BA)**

**Introduction**

Sociology is the study of our behavior as social beings, covering everything from the analysis of small groups to the study of global social change. We hold that social forces external to the individual play an important role in shaping behavior and beliefs. Social forces are the economic and political make-up of society, and cultural influences, such as our beliefs, habits, and values. The sociology major prepares students for a wide variety of careers and graduate fields, including sociology, social work, planning, public administration, education, public health, business, and law.

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Sociology website (https://www.canisius.edu/academics/programs/sociology/).

**Qualifications**

Students must have a minimum grade of C in all required courses and maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in sociology.

**Advisement**

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

**Double Majors**

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

**Minors in Other Disciplines**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.
In addition to the Sociology minor the department also supports two interdisciplinary minors: Child, Family and Community Studies and Peace and Justice Studies.

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Focused Method Option: Choose 1</strong></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences</td>
<td></td>
</tr>
<tr>
<td>SOC 432</td>
<td>Theories in Sociology</td>
<td></td>
</tr>
<tr>
<td>Six 3 credit sociology electives</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td>33</td>
<td></td>
</tr>
</tbody>
</table>

**Major Electives**

A student’s electives must be 6 courses from any of the designated major tracks.

**Society and Culture Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 234</td>
<td>Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Visual Sociology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 122</td>
<td>Sociocultural Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 341</td>
<td>Environmental Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 355</td>
<td>Sociolinguistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Identity and Diversity Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 291</td>
<td>Gender and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 341</td>
<td>Race and Ethnicity</td>
<td>3</td>
</tr>
<tr>
<td>SOC 390</td>
<td>Life Course and Family</td>
<td>3</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td>3</td>
</tr>
<tr>
<td>SOC 385</td>
<td>International Migration</td>
<td>3</td>
</tr>
<tr>
<td>PSC 241</td>
<td>Human Rights and Globalization</td>
<td>3</td>
</tr>
</tbody>
</table>

**Crime and Society Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 355</td>
<td>Deviant Behavior</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 337</td>
<td>Violence and the Family</td>
<td>3</td>
</tr>
<tr>
<td>CRJ 354</td>
<td>Juvenile Delinquency</td>
<td>3</td>
</tr>
</tbody>
</table>

**Methods and Application Track**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 315</td>
<td>Geographical Information Systems (GIS) for the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>SOC 324</td>
<td>Visual Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods (if not chosen as methods option)</td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods (if not chosen as methods option)</td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences (if not chosen as methods option)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 498</td>
<td>Internship</td>
<td>3</td>
</tr>
<tr>
<td>SOC 499</td>
<td>Independent Study</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Course Considerations**

The department encourages sociology majors to study a foreign language of their choice and to participate in the college study abroad program. Students considering study abroad should consult with their advisor regarding course sequencing.

**Roadmap**

**Recommended Semester Schedule for Major Course Requirements**

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th></th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Credit</td>
</tr>
<tr>
<td>HSV 303</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Credit</td>
</tr>
<tr>
<td>SOC 342</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 432</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td></td>
<td>Credit</td>
</tr>
<tr>
<td>SOC 342</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>MAT 131</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>SOC 432</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Take one of the following research methods courses:**

| SOC 342 |                           | 3      |
| ANT 351 |                           | 3      |
| MAT 131 |                           | 3      |
| SOC 432 |                           | 3      |
Learning Goals & Objectives

Student Learning Goal 1
Sociology majors will demonstrate that they are able to think critically about sociological concepts.

Students will:
- Objective A: apply scientific methodology to the study of sociology
- Objective B: evaluate the quality of quantitative and qualitative research in sociology

Student Learning Goal 2
Sociology majors will demonstrate that they have the knowledge necessary for careers or graduate school.

Students will:
- Objective A: become familiar with the major concepts, theories, and theorists in sociology.
- Objective B: apply sociological theories and methods to real world situations.

Student Learning Goal 3
Sociology majors will appreciate the diverse nature of society.

Students will:
- Objective A: conceptualize of diversity today and in the past.
- Objective B: recognize of the vastness of human diversity.

Minors
- Sociology Minor (p. 264)
- Environmental Sustainability Minor (p. 262)
- Interdisciplinary Minor in Peace and Justice Studies (p. 263)
- Social Sciences Minor in Child, Family and Community Studies (p. 263)

Courses

SOC 100 The Architecture of Identity: Sociological and Literary Perspectives 3 Credits
What shapes our cultural and personal identities? What is the interplay of cultural and personal identities? How do we know? The theme of identity is central to any society and one we consistently consider along the pathways of our individual lives. It is a particular theme for those entering college and looking for a pathway to their future. This interdisciplinary course explores the social construction of identity in the hope that the intellectual issues we engage will give rise to personal insights for those looking for the most rewarding pathway forward in life. We will rely on a sociological approach to create a research-based perspective on what we have learned on the social construction of identity. What stories does the research reveal? At the same time, we will rely on the humanities— including fiction, literary non-fiction, memoir, documentary and film, media and art—to further illustrate the cultural narratives of identity that sociological research reveals as validating or denying and marginalizing us as individuals.
Prerequisite: None. Corequisite: None.
Offered: every fall.

SOC 110 Introduction to Sociology 3 Credits
Topics include theory, methods, culture, socialization, race and ethnicity, groups and organizations, and social inequality; analysis of everyday events, using sociological imagination.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall.

SOC 111 Contemporary Social Problems 3 Credits
Exploration of selected social problems from various sociological points of view, emphasizing some of the sociological concepts and methods employed in analyzing these problems.
Fulfills College Core: Diversity, Field 5 (Social Sciences)
Offered: spring.

SOC 234 Environment and Society 3 Credits
Explores connections between environmental issues and their social causes and consequences. Topics of analysis include environmental racism, environmental health, risk and uncertainty, political economy, globalization and sustainability.
Fulfills College Core: Field 5 (Social Sciences)
Offered: spring.

SOC 273 Social Movements and Social Change 3 Credits
Explores the development of social movements as a force of social change in society. Focus is on theoretical developments in movement theory, as well as explorations of social movements through history.
Fulfills College Core: Field 5 (Social Sciences)
Offered: spring.

SOC 291 Gender and Society 3 Credits
Exploration of origin of gender roles; socialization into masculine and feminine roles; intersection of gender and social institutions such as family, work and education.
Fulfills College Core: Field 5 (Social Sciences)

SOC 300 Special Topics in Sociology 3 Credits
Critical examination of a selected topic in sociology. Subject matter determined by the instructor.

SOC 315 Geographical Information Systems (GIS) for the Social Sciences 3 Credits
This course will introduce students to basic mapmaking skills using the program ArcGIS, and the ways that those skills can be applied to the study of human society, relationships, and environments. By the end of this course, students will know how to find or create geographic data, build a spatial data base, and analyze that data to answer specific research or predictive questions. Students will also consider the principles of cartography, design, and storytelling which contribute to an effective map, and will produce a map project by the end of the course.
Prerequisites: none.
Offered: every spring.

SOC 324 Visual Sociology 3 Credits
Emphasizes a visual approach to analyzing social concepts. Analysis of visual media forms to explore core ideas in sociology such as gender, race, environment, social class, family and global diversity.
Offered: spring.

SOC 340 Sociology of the City 3 Credits
Exploration of how people experience and understand city life, how cities grow and develop, and various issues affecting cities today such as suburbanization and urban sprawl.

SOC 341 Race and Ethnicity 3 Credits
Focus is on issues surrounding race and ethnicity in the United States, including the social construction of race and ethnicity, prejudice and discrimination, unequal opportunity structures, and the racial/ethnic makeup of the U.S. and global population.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall of even-numbered years.
Environmental Sustainability Minor

Environmental concerns are more pressing than ever before. We find ourselves challenged to find ways to sustainably engage the natural resources of our planet in ways previously unheard of. This minor offers students the opportunity to engage issues of sustainability between multiple disciplines in order to reach a breadth of understanding of the complexities of these issues. Paired with any number of our undergraduate majors, the interdisciplinary minor in environmental sustainability prepares students to critically think and evaluate complex issues facing our society.

Our Minor in Environmental Sustainability engages multiple definitions of sustainability pertaining to the tensions between profit, planet, and people. Students will seek to engage ideas that critically apply principles of sustainability to professional and disciplinary, as well as daily-life. We expect that students will express ideas or proposals related to sustainability for different audiences and be able to students demonstrate proficiency in sustainability-related research and writing.

This minor is available to students in any major, however, to receive this minor, students must complete 3 courses for the minor that do not count towards their major(s) or any other minors.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 104</td>
<td>Energy, Environment, and Society</td>
<td>3</td>
</tr>
<tr>
<td>SOC 234</td>
<td>Environment and Society</td>
<td>3</td>
</tr>
<tr>
<td>PHI 244</td>
<td>Environmental Ethics</td>
<td>3</td>
</tr>
<tr>
<td>EVST 110</td>
<td>Science of Environmental Problems I</td>
<td>3</td>
</tr>
<tr>
<td>or BIO 360</td>
<td>Environmental Health</td>
<td>3</td>
</tr>
<tr>
<td>2 additional sustainability electives</td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>18-20</td>
<td></td>
</tr>
</tbody>
</table>

Sustainability Electives

Students must take two of the following courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE 333</td>
<td>Conservation Behavior</td>
<td>3</td>
</tr>
<tr>
<td>ABE 335</td>
<td>Conservation Education</td>
<td>3</td>
</tr>
<tr>
<td>ABE 341</td>
<td>Urban Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ABE 342</td>
<td>Animal Geographies</td>
<td>3</td>
</tr>
<tr>
<td>ABE 405</td>
<td>Field Studies in Political Ecology &amp; Wildlife Conservation</td>
<td>3</td>
</tr>
<tr>
<td>ANT 341</td>
<td>Environmental Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Field Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 322</td>
<td>Conservation Biology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 375</td>
<td>Community Ecology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 377</td>
<td>Freshwater Biology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 477</td>
<td>Plants and Society</td>
<td>3</td>
</tr>
<tr>
<td>COM 348</td>
<td>Environmental Communication</td>
<td>3</td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>EVST 111</td>
<td>Science of Environmental Problems II</td>
<td>3</td>
</tr>
<tr>
<td>EVST 275</td>
<td>Global Environmental Problems</td>
<td>3</td>
</tr>
<tr>
<td>HON 352</td>
<td>Water and Society</td>
<td>3</td>
</tr>
<tr>
<td>HON 354</td>
<td>Science in the 21st Century</td>
<td>3</td>
</tr>
<tr>
<td>MAT 345</td>
<td>Climate and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>PHI 247</td>
<td>Food and Agricultural Ethics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 350</td>
<td>Strategic Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>MGT 430</td>
<td>Sustainability and Supply Chains</td>
<td>3</td>
</tr>
<tr>
<td>PHI 264</td>
<td>Justice &amp; the Environment: The Problem of Climate Change</td>
<td>3</td>
</tr>
</tbody>
</table>
Interdisciplinary Minor in Peace and Justice Studies

Director: Erin Robinson, PhD

The Department also supports the interdisciplinary minor in Peace and Justice Studies. Students can benefit from both the global and local focus while pursuing studies of human rights and social justice. Our “Justice in Action” approach helps students apply social science and humanities perspectives to address our world’s most pressing social concerns. For more information please see the Peace and Studies website. (http://www.canisius.edu/sociology/courses/peace-justice-studies.html)

The minor in Peace and Justice Studies is intended to further the mission of the College by preparing students for their role as leaders in the local and global community. Students pursuing this track of the Minor will develop skills, knowledge, and perspective to pursue “Justice in Action.” The program’s focus is on the religious, social science, and humanities perspectives needed to address peace and justice topics.

Components of the Minor and Advisement Notes

This minor requires that students complete 6 courses and a capstone (described in the Curriculum).

Required Courses: It is recommended that the two required major courses be taken towards the beginning of a student’s academic career; however, these courses are not intended to serve as prerequisites for the rest of the program.

Major Electives: Students must choose a methods course if one is not required by their major department. If students choose an additional religious studies course, they must choose a course from a perspective different from the selection in the foundation course, i.e.: Elective should be focused on a non-Christian perspective if they choose RST 340 Moral Issues Today, and vice versa. It is recommended that students take a modern foreign language.

Major Capstone Course: A senior level capstone course will be required of all students. This seminar-style course will be taught by faculty involved in the program and will address all three aspects of Ignatian Pedagogy: experience, reflection, and action.

The requirement for the Capstone Course will be a Capstone Immersion Experience. It will require students to:

- Collectively identify a Peace and Justice issue in the local or global community
- Through a group initiative, develop an action plan to assist the organization and community in its efforts to resolve the issue
- All students will be working with the same organization, as this will be a team approach to their service experience. Students will spend the majority of their course time in the field gaining direct experience with the community. Other course time will be devoted to group discussion and reflection with appropriate academic readings.

Maintaining an Electronic Portfolio: In the majority of courses completed for this program, students will be required to do a course assignment on an issue of peace and justice in today’s world. Through the Desire2Learn (D2L) portfolio tool, students will maintain a multi-year electronic portfolio of these assignments to enhance their learning. Students should maintain a collection of 7-10 assignments that reflect their progress in the program.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
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<tr>
<td>RST 340</td>
<td>Moral Issues Today</td>
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</tr>
<tr>
<td>or RST 220</td>
<td>Introduction to Eastern Religions</td>
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Elective Courses

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<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>COM 201</td>
<td>Oral Communication</td>
</tr>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
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Local Perspective (select one of the following): 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SOC 111</td>
<td>Contemporary Social Problems</td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
</tr>
<tr>
<td>HIS 382</td>
<td>New York State History</td>
</tr>
<tr>
<td>SOC 300</td>
<td>Special Topics in Sociology</td>
</tr>
<tr>
<td>IGSR 300</td>
<td>Immersion East Side Seminar</td>
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Global Perspective (select one of the following): 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>ANT 122</td>
<td>Sociocultural Anthropology</td>
</tr>
<tr>
<td>RST 341</td>
<td>Catholic Social Ethics: Theological Perspectives</td>
</tr>
<tr>
<td>RST 347</td>
<td>Ecotheology</td>
</tr>
<tr>
<td>IGSR 302</td>
<td>Jesuits in Argentina</td>
</tr>
<tr>
<td>IGSR 306</td>
<td>Faith/Justice/Globalism in Phi</td>
</tr>
<tr>
<td>IGSR 307</td>
<td>Faith, Culture, Ed in Tanzania</td>
</tr>
</tbody>
</table>

Total Major Capstone Course: 3

Total Credits: 18

Social Sciences Minor in Child, Family and Community Studies

This social science interdisciplinary minor is co-sponsored by the Department of Psychology and the Department of Sociology, Criminal Justice, and Environmental Studies. It is intended for students seeking a deeper understanding of the dynamics of family relations and the interaction of the family with society. A minor in Child, Family, and Community Studies is useful for individuals interested in collaborative activities designed to improve the well being of children, adults, and families. Issues that may typically be dealt with by people interested in this minor include unemployment, drug and alcohol abuse, child abuse and neglect, domestic violence, juvenile delinquency, and an urban school system that is unable to address the complex needs of the students it serves.

This minor is geared toward students interested in pursuing graduate studies in Social Work (MSW), Counseling Psychology, School Psychology, or Counseling Education. Its mission is to prepare undergraduate students for careers and future graduate studies in the fields of education, social work...
and social services. Embedded within the interdisciplinary focus of the minor is an emphasis on creating reflective and compassionate practitioners who are committed to the Jesuit ideal of men and women with and for others.

Curriculum

A total of 7 courses is needed for this minor.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>3 SOC Electives (2 must be at the 300-400 level)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Note: Students must complete 15 hours of volunteer/service learning to complete the requirements for this minor

Sociology Minor

The Sociology minor is an opportunity for students to engage in the field through the taking of 5 classes that provide an overview of the primary areas in sociology.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 110</td>
<td>Introduction to Sociology</td>
<td>3</td>
</tr>
<tr>
<td>SOC 111</td>
<td>Contemporary Social Problems</td>
<td>3</td>
</tr>
<tr>
<td>3 SOC Electives (2 must be at the 300-400 level)</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Specialized Studies (BS)

Introduction

Specialized Studies enables students to develop their own majors and degree plans by combining courses from different departments to create a focused outcome. Students who find that Canisius does not offer majors that match their interests, talents, future goals and employment niches may propose their own plans of study based on existing coursework. A student does this by seeking the assistance of the associate dean and two faculty members to assist with creating a plan of study and goal counseling.

Approval Criteria

This program is available to any Canisius student who wishes to create her/his own field of study, has a cumulative GPA of 2.5 or better, and has secured the approval of at least two faculty members who will support their plans. Incoming students who plan to create a specialized major should matriculate as undeclared and may begin working with an academic advisor and/or a faculty member after the completion of their first semester to start the proposal process. Creating a sound proposal will require:

- An in-depth explanation of future and career goals as well as learning objectives as they relate to the proposed Specialized Studies major.
- An exact list of proposed courses including a detailed narrative outlining the rational regarding their relation to each other and the student’s future goals.
- Two letters of support from Canisius faculty members. The letters should state why this specialized plan makes sense for this student and why the college should have confidence that the student can complete the plan.
- One of the above faculty members must, in writing, agree to be the academic advisor for the student and work with the student to develop a senior project that is relevant to the coursework and intended learning goals.
- A detailed timeline for completion. Prerequisites, sequencing and course offerings must be taken into consideration.

Students shall submit the proposal to their designated faculty advisor, who will submit it and letters of support (see above) for final approval by the appropriate dean(s). If it becomes necessary to adjust the plan, changes must be discussed with and agreed upon by the faculty advisor.

Time to Completion

As with any major, Specialized Studies requires a minimum of 120 credit hours and a cumulative GPA of 2.0 or better for graduation.

Questions

Please direct any questions about the Specialized Studies major to the Dean of Arts & Sciences.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.
Free Electives
Students may graduate with a bachelor's degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student's major(s) and minor(s).

Major Requirements
The BS Specialized Studies degree allows students to self-design a program of study or to complete their Bachelor's degree outside the normal guidelines of more traditional majors. Students may choose this major as means of completing their degree, especially for those returning to college years after they first enrolled.

Specialized Studies Courses
- 36 credits minimum in the Specialized Studies Curriculum
- 21 of these credits must be upper level courses (300-400 level - graduate courses may also be considered).
- 3 credits: Senior Project (see below for details).

Note: If a chosen course requires a pre-requisite the student must include this in the plan. No pre-requisite courses are to be waived.

Senior Project
Under the direction of a faculty member, the student must undertake an independent scholarly or creative senior project that is submitted, exhibited, completed, or performed no later than the last day of classes. The project will be subject to peer and professional review in methods appropriate for the fields of endeavor as required by the advisor and faculty member. The student should work with the faculty member to develop a project proposal no later than week six of the semester prior to degree completion (i.e. around November 1st for May graduation).

Urban Studies (BA)
This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction
The urban studies major at Canisius provides students with a variety of approaches and tools that enable them to effectively analyze the 21st century urban center. The coursework examines the social, legal, economic, ethnic and political forces that affect cities and towns, from the challenges of the public education system to housing and real estate development, crime, health issues, human services and transportation. The specialized program helps students understand economic growth and decline, racial and ethnic issues, community development, and other factors that influence the growth and prosperity of a city.

The program offers a solid preparation for graduate programs in public administration, community development and planning, social work, public policy, criminal justice and urban affairs. It is also a recommended choice for pre-law students and for those aspiring to careers in journalism, communications, teaching, government service, social work, law enforcement, community organization and land-use planning, as well as in those industries that are increasingly conscious of the influence of urban society upon them and their impact on urban society. Extensive internship and professional research experiences are an integral component of the urban studies program. Such activities are a vital aspect of preparation for graduate school and/or a professional career. Because the program is designed to be one half of a dual major, students who choose urban studies must also select a second major in another discipline such as criminal justice, economics, political science, history, or sociology. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Urban Studies website (https://www.canisius.edu/academics/programs/urban-studies/).

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Urban Studies. Students must also have a second major.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Dual Majors
Because the Urban Studies Major is designed to be one half of a dual major, students who choose urban studies must also select a second major in another discipline such as criminal justice, economics, political science, history, sociology or anthropology. The decision to complete a dual major may be based on career goals or planned graduate studies. Before a student declares a dual major it is important to meet with the appropriate academic departments for advisement. Some dual major combinations can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. In order to declare a dual major, the student must complete the appropriate dual major request form and get the signature of each department chairperson and the appropriate associate dean.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius...
Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor's degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSC 104</td>
<td>American Political Process</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 237</td>
<td>State and Local Politics</td>
<td>3</td>
</tr>
<tr>
<td>PSC 334</td>
<td>Public Administration</td>
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<tr>
<td>PSC 336</td>
<td>Urban Government and Politics</td>
<td>3</td>
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<tr>
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<tr>
<td>HIS 382</td>
<td>New York State History</td>
<td></td>
</tr>
<tr>
<td>HIS 396</td>
<td>Politics and Society in American Film</td>
<td></td>
</tr>
<tr>
<td>HIS 460</td>
<td>The Life and Times of Theodore Roosevelt</td>
<td></td>
</tr>
<tr>
<td>HON 217</td>
<td>Cities, Suburbs, and Spaces</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
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</tr>
<tr>
<td>ECO 310</td>
<td>Introduction to Geographic Information Systems</td>
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</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS</td>
<td></td>
</tr>
<tr>
<td>ECO 411</td>
<td>State and Local Finance</td>
<td></td>
</tr>
<tr>
<td>URS 400</td>
<td>The Urban Challenge</td>
<td>1</td>
</tr>
</tbody>
</table>

Urban Studies Electives (choose 3 from the list below) 9

Total Credits 31

**Major Electives**

*Urban Studies Electives: three courses to be chosen from the following*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>CRJ 227</td>
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</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
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<td>Introduction to Geographic Information Systems</td>
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<td>FAH 109</td>
<td>History of Architecture</td>
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<tr>
<td>HIS 382</td>
<td>New York State History</td>
<td>3</td>
</tr>
<tr>
<td>HIS 396</td>
<td>Politics and Society in American Film</td>
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</tr>
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<td>The Life and Times of Theodore Roosevelt</td>
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<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
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<tr>
<td>PSC 103</td>
<td>The American Constitution</td>
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<td>PSC 104</td>
<td>American Political Process</td>
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<td>PSC 215</td>
<td>National Issues and Public Policy</td>
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</tr>
<tr>
<td>PSC 225</td>
<td>U.S. Presidency</td>
<td>3</td>
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<td>SOC 111</td>
<td>Contemporary Social Problems</td>
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<td>SOC 340</td>
<td>Sociology of the City</td>
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<tr>
<td>URS 498</td>
<td>Urban Internship</td>
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</table>

**Roadmap**

**Recommended Semester Schedule for Major Course Requirements**

**Freshman**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>PSC 104</td>
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<tr>
<td>Spring</td>
<td>ECO 102</td>
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**Sophomore**

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<tbody>
<tr>
<td>Fall</td>
<td>PSC 237</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>PSC 336</td>
<td></td>
</tr>
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**Junior**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tbody>
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<td>Fall</td>
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<tr>
<td></td>
<td>PSC 334</td>
<td></td>
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<tr>
<td></td>
<td>HIS 382</td>
<td>URS Elective</td>
</tr>
<tr>
<td></td>
<td>HIS 396</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIS 460</td>
<td></td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>Fall</td>
<td>Select one of the following:</td>
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<tr>
<td></td>
<td>URS 400</td>
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</tr>
<tr>
<td></td>
<td>ECO 310</td>
<td>URS Elective</td>
</tr>
<tr>
<td></td>
<td>ECO 311</td>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>URS 400</td>
<td>The Urban Challenge</td>
<td>1</td>
</tr>
</tbody>
</table>

The culmination of the Urban Studies Program. This course is normally taken during a student's final semester and serves to reinforce connections among various disciplines.

**Learning Goals & Objectives**

**Student Learning Goal 1**

Urban Studies majors will develop knowledge of urban history, economics and politics.

Students will:

- **Objective A:** Demonstrate competency with the conceptual frameworks of urban history;
- **Objective B:** Demonstrate competency with conceptual frameworks of urban economics;
- **Objective C:** Demonstrate competency with conceptual frameworks of urban politics.

**Student Learning Goal 2**

Urban Studies majors will be able to communicate and work effectively with others.

Students will:

- **Objective A:** Successfully complete a project in concert with others;
- **Objective B:** Communicate effectively in writing both reports and memos;
- **Objective C:** Communicate effectively in speaking.

**Courses**

- **URS 400 The Urban Challenge** 1 Credit

The culmination of the Urban Studies Program. This course is normally taken during a student's final semester and serves to reinforce connections among various disciplines.

**Offered:** spring.
URS 498 Urban Internship
3 Credits
Participant observation and evaluation of an urban program or agency. Students devote 10 hours per week to significant activities related to their skills and interests. Internships are by application only and must be approved by the associate dean. Prerequisite: permission of the chair & associate dean. Restriction: placement by urban studies director. Offered: fall & spring.

Women & Gender Studies Minor
Co-Director: Johanna Fisher, Adjunct Professor
Co-Director: Tanya Loughead, PhD, Professor

The Women & Gender Studies Minor provides an integrated approach to understanding the social, political, and cultural constructions of gender that shape the experiences of women and men. The curriculum offers a solid foundation in critically thinking through the relationships of identity and power and in critically examining and judging the oppressions and injustices that surround us. The Minor thus educates students in becoming "women and men with and for others."

Fr. Pedro Arrupe, SJ, famously proclaimed that Jesuit education should aim to be "education for justice" and that students should become "able to perceive the serious injustices which are building around the world of men and women in a network of domination, oppression and abuses" that "stifle freedom." The Women & Gender Studies Minor takes Fr. Arrupe’s call for an education for justice as one of the key features of its mission. Women & Gender Studies courses prepare students for meaningful careers — certainly — but more importantly prepare students for engaging in ethical and just relationships with everyone.

The Women & Gender Studies Minor is an excellent preparation for public-service careers, and is especially useful in any field where understanding diversity is a requirement — though certainly understanding diversity is important in every field and walk of life. Additionally, the minor prepares students for graduate study in social work, law, business and human resources, counseling, and many other fields. The Women & Gender Studies Minor can usually be combined with other majors in order for students to pursue their goals. Please check with your advisors, especially the Women & Gender Studies Co-Directors, to see how either the minor works with your desired academic status and goals. For a more detailed description of the program, courses, faculty, academic and co-curricular opportunities please go to the Women & Gender Studies website (https://www.canisius.edu/academics/programs/women-and-gender-studies/)

Students who complete the Women & Gender Studies Minor often go into fields where the knowledge of human diversity is respected. Recent Canisius College Women & Gender Studies graduates are in careers such as: law, government and non-profit work, literature and the arts, philosophy, social work, education, counseling, human resources, community organization, medicine, and journalism. Graduates of the program are currently in graduate schools in the following areas:

- PhD in International Law
- PhD in Psychology
- PhD in English
- MD
- MBA
- MA in Art History
- MS in Social Work
- MA in Gender Studies
- MA in Education
- MA in Business Administration
- MA in Social Work
- MA in Psychology
- MA in Religious Studies
- MA in History
- MA in Government
- MA in Economics
- MA in International Relations
- MA in Law
- MA in Health Sciences
- MA in Journalism

Advisement
All students should meet with one of the Women & Gender Studies Co-Directors as well as Women & Gender Studies faculty in discussing career expectations, choosing their electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Curriculum for the Minor
The Women & Gender Studies courses emphasize how gender roles are created and how they impact what we know and how we act in the world. Students are encouraged to explore the complexities of our gendered world in a structured series of courses. Learning objectives for the Women & Gender Studies Minor focus on gender, justice and oppression, power, and cultural diversity.

The Women & Gender Studies Minor consists of:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WST 201</td>
<td>Introduction to Women and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Four pre-approved Women &amp; Gender Studies courses</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

Examples of Women and Gender Studies courses include:

**Humanities**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLS 300</td>
<td>Roman Law and Society</td>
<td>3</td>
</tr>
<tr>
<td>ENG 223</td>
<td>Images of Women in Literature and Film</td>
<td>3</td>
</tr>
<tr>
<td>ENG 306</td>
<td>Eighteenth Century Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 368</td>
<td>Native American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 373</td>
<td>Jane Austen</td>
<td>3</td>
</tr>
<tr>
<td>ENG 382</td>
<td>African American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 381</td>
<td>Postcolonial Literature</td>
<td>3</td>
</tr>
<tr>
<td>FAH 159</td>
<td>Gender, Identity, and Art</td>
<td>3</td>
</tr>
<tr>
<td>FAM 213</td>
<td>Women in Music</td>
<td>3</td>
</tr>
<tr>
<td>HIS 211</td>
<td>Women In The Western World</td>
<td>3</td>
</tr>
<tr>
<td>HON 358</td>
<td>Women and Religion</td>
<td>3</td>
</tr>
<tr>
<td>PHI 240</td>
<td>Justice</td>
<td>3</td>
</tr>
<tr>
<td>PHI 272</td>
<td>Gender and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 273</td>
<td>Race and Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 274</td>
<td>Social and Political Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 275</td>
<td>Global Feminisms</td>
<td>3</td>
</tr>
<tr>
<td>PHI 285</td>
<td>Black Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>PHI 379</td>
<td>Contemporary Women Philosophers</td>
<td>3</td>
</tr>
<tr>
<td>RST 340</td>
<td>Moral Issues Today</td>
<td>3</td>
</tr>
<tr>
<td>RST 345</td>
<td>Bio-Moral Problems</td>
<td>3</td>
</tr>
<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td>3</td>
</tr>
<tr>
<td>SPA 459</td>
<td>The Body Erotic/The Body Politic: Sexuality as Political Discourse in Latin America and Spain</td>
<td>3</td>
</tr>
<tr>
<td>SPA 453</td>
<td>Almodóvar and La Movida: The Films of Pedro Almodóvar</td>
<td>3</td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Learning Goal 1
Students will be original thinkers who can re-envision how gender roles interact with social structures, time, race or ethnicity. Students will:
• Objective A: Distinguish the difference between sex and gender;
• Objective B: Interpret the ways social structures (such as religion and social class) impact women and men’s lives;
• Objective C: Explain how historical context interacts with gender roles;
• Objective D: Examine how race or ethnicity interacts with gender roles;
• Objective E: Analyze how socially-constructed gender norms influence power relationships experienced by individuals.

Learning Goal 2
Students will be problem solvers who investigate culture and society using the lens of gender and social justice. Students will:
• Objective A: Evaluate human interactions using gender as a framework;
• Objective B: Apply gender-based analysis to offer solutions to issues in society and culture.

Courses
Please note that because this minor is interdisciplinary, most courses are offered in other departments. In the online catalog, you can look at course descriptions using the course bubbles in the minor's curriculum.

WST 201 Introduction to Women and Gender Studies 3 Credits
This course places the experiences of women and men at the center of our study by introducing basic concepts and perspectives in the field of women and gender studies. We further focus on the ways in which gender interacts with race, class, sexual orientation, and ethnicity. Fulfills College Core: Field 5 (Social Sciences)

Richard J. Wehle School of Business

Richard J. Wehle School of Business
Denise M. Rotondo, PhD, Dean; Laura A. McEwen, Associate Dean and Director, Graduate Business Programs; Sara Vescio, Executive Director of the Women’s Business Center; Jennifer M. Patrick, Director of Executive Education and Leadership Development.
AACSB Accreditation
The Richard J. Wehle School of Business is accredited by the Association to Advance Collegiate Schools of Business International (http://www.aacsb.edu/) (AACSB). Accreditation by AACSB is the hallmark of excellence in management education, and has been earned by less than five percent of the world’s business programs. It represents the highest standard of achievement for business schools worldwide. Programs receiving AACSB International accreditation have superior faculty, high-caliber teaching, and meaningful interaction between students and faculty. All students majoring in business are required to participate in assessment exercises appropriate for meeting accreditation requirements.

Academic Programs & Departments
The Richard J. Wehle School of Business offers curricula leading to premium undergraduate degree programs. You can view a complete listing of the undergraduate business and dual-degree programs by clicking on the Programs tab at the top of this page. Students can earn dual majors using two or more business majors or a combination of business and non-business majors from outside the Wehle School of Business.

Our departments are:
- Accounting
- Economics & Finance
- Management
- Marketing & Information Systems

Beta Gamma Sigma
The Wehle School of Business at Canisius College houses a chapter of Beta Gamma Sigma (https://www.betagammasigma.org/). Beta Gamma Sigma is the premier honor society recognizing business excellence. Lifetime members of the Society have earned the right to be considered the “Best in Business.” Juniors and Seniors must rank in the top 10% of the class, and graduate students who graduate in the top 20 percent are eligible for membership.

Professional Student Organizations
The WSB sponsors a number of professional student organizations that provide a range of professional development opportunities for students preparing for careers in business. These organizations host workshops, seminars, networking events and tours of local businesses. Many of the student groups engage in community-based projects, using their business skills to help others and create a positive impact on the local economy. Some of the groups participate in competitions with other colleges from across the country. These competitions give students an opportunity to develop their skills and gain national recognition. The professional student organizations in the Wehle School of Business have been recognized by a number of external industry groups for their exceptional programming, leadership and success in competitions. Students are encouraged to become active in a professional student group early in their college career. Current student groups include:
- Accounting Society
- American Marketing Association (AMA)
- APICS - The Premier Professional Association for Supply Chain Management
- Canisius Entrepreneurs’ Organization (CEO)
- Canisius International Business Association (CIBA)
- Enactus
- Golden Griffin Fund (GGF)
- Society for Economics & Finance
- Society for Human Resource Management (SHRM)

External Business Programs
Center for Professional Development
The WSB houses the Center for Professional Development (CPD), which delivers executive education and lifelong learning opportunities for individuals and businesses throughout the Western New York region and beyond. The CPD’s diverse program options provide individuals with opportunity to advance their career, regardless of role or experience. Led by distinguished faculty at Canisius College as well as by Western New York business experts, the CPD’s programs are targeted at enhancing the skills leaders require to be successful in today’s business climate. Located on the Main St. campus of Canisius College in Science Hall, many of the non-credit bearing seminars, professional development workshops, training and other programs offered by the CPD are open to enrollment by students, alumni and members of the community. For additional information and a listing of CPD programs and upcoming events, visit the official CPD website (http://caniuscpd.com/).

The Women’s Business Center
Located in Science Hall, the Women’s Business Center (WBC) empowers entrepreneurs to succeed through education, connections and community by developing leaders, fostering opportunities and building collaboration. The WBC was established by the Richard J. Wehle School of Business in 2003 to support the success of entrepreneurs and small business owners with a focus on women in Erie County and the surrounding region including Buffalo, Rochester, Jamestown and Niagara Falls. The WBC provides services in small business development: training, counseling, coaching, and networking. Networking serves as a major component of all programs to ensure that every participant has made appropriate connections with business and community resources. Faculty and students at Canisius frequently connect with area entrepreneurs and small businesses through programs offered by the Women’s Business Center. These connections often result in mutually beneficial relationships that contribute to the economic strength of the local and regional economy. For additional information and a listing of WBC programs and upcoming events, visit the official WBC website (http://thewomensbusinesscenter.com/).

Undergraduate Majors & Departments

<table>
<thead>
<tr>
<th>Majors</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (120 Hr.) &amp; Professional Accounting (150 Hr.)</td>
<td>Accounting</td>
</tr>
<tr>
<td>Accounting Information Systems</td>
<td>Accounting</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics/Finance</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Management</td>
</tr>
<tr>
<td>Finance</td>
<td>Economics/Finance</td>
</tr>
<tr>
<td>International Business</td>
<td>Management</td>
</tr>
<tr>
<td>Management</td>
<td>Management</td>
</tr>
<tr>
<td>Marketing</td>
<td>Marketing &amp; Information Systems</td>
</tr>
</tbody>
</table>

In addition, dual majors are available in these areas or in combination with other majors outside the Wehle School of Business.
Undergraduate Minors & Departments

<table>
<thead>
<tr>
<th>Minor</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management Minor (for majors outside the Wehle School of Business)</td>
<td>Management</td>
</tr>
<tr>
<td>Economics Minor</td>
<td>Economics &amp; Finance</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Management</td>
</tr>
<tr>
<td>Global Logistics and Supply Chain Management Minor</td>
<td>Management</td>
</tr>
<tr>
<td>Human Resources Management Minor</td>
<td>Management</td>
</tr>
<tr>
<td>Information Systems Minor</td>
<td>Marketing &amp; Information Systems</td>
</tr>
</tbody>
</table>

The Wehle School of Business also offers graduate programs that lead to the degrees of Master of Business Administration (MBA), Master of Business Administration – Accounting (MBAA), Master of Business Administration in Professional Accounting (MBAPA), and a Master of Science in Finance. These degrees are described in the Graduate Catalog (http://catalog.canisius.edu/graduate/wehle-school-business/).

BS/BA and MBA in Professional Accounting (MBAPA) Dual Degree Program

Contact: Laura McEwen, Associate Dean and Director of the Graduate Business Programs
Bagen Hall 205B | 2001 Main Street | Buffalo NY 14208 | 716-888-8280 | mcewenl@canisius.edu

For additional information, visit the Dual Degree webpage (http://www.canisius.edu/economics-finance/overview/babs-mba-dual-degree/).

Program Description

Canisius students only.

This program enables qualified students in most majors to earn an undergraduate degree and a Master in Business Administration (MBA) within a five-year period or an MBAPA in six years. During the first three years, students take courses to fulfill their core and major-area requirements, saving electives for their senior year. In their senior year, students complete their undergraduate requirements and use free electives to complete the MBA requirements in the fifth year. Students with AP credits or transfer credits may be able to complete the program in less than five years.

BS/BA Dual Degree Admission

Application is made by students in the spring semester of their junior year. Admission to the program will require meeting current MBA admission standards.

Business Core

All business majors at Canisius College take a common set of courses designed to provide students with a breadth of business knowledge and skills. Upon completion of the business core, students should understand and appreciate the importance of several functional business areas and how these areas contribute collectively to the performance of organizations. In today’s business environment, managers are frequently expected to work in cross-functional teams, understand how their specialty contributes to the overall mission and strategy of the organization and eventually advance to positions of leadership that require an understanding and appreciation for multiple divisions within an organization. As you will see in the curriculum tab, the common set of business courses known as the Business Core provides a strong, multi-faceted foundation that prepares students to become leaders in their organizations and excel in the globally competitive marketplace.

BUSINESS EXPLORATION [bus-x]

BUS-X is an innovative, three-part series to build career-ready business professionals. By completing the BUS-X program, students will:

- explore career options and pathways into various professions
- experience a business immersion challenge to learn how the functional areas of business combine to achieve overall goals
- develop job search skills
- network with business professionals, alumni, and community leaders
- gain valuable hands-on practical experience, such as internships, consulting projects, or approved service-learning activities

All students majoring in the Wehle School of Business are required to complete BUS-X in order to graduate.

Freshman Year - BUS 101 Explore Business

- exploring majors and careers

Sophomore Year - BUS 201 Explore Careers

- informational interviews
- resumes, interview skills, mock interviews

Junior/Senior Year - BUS 401 Business in Action

- hands-on, real business experience
- internships
- student consulting projects
- Golden Griffin Fund and CFA Research Challenge
- Enactus

Code Title Credits
Select one of the following options for satisfying the mathematics requirement: 1

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105</td>
<td>Finite Mathematics</td>
<td></td>
</tr>
<tr>
<td>MAT 106</td>
<td>Calculus for the Non-Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 109</td>
<td>Calculus with Review I</td>
<td></td>
</tr>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td></td>
</tr>
<tr>
<td>MAT 115</td>
<td>Calculus for Business</td>
<td></td>
</tr>
</tbody>
</table>

Business Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISB 101</td>
<td>Management Technology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>MGT 101</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>
Business International Requirement

The Business International Requirement is part of the business core curriculum and is designed to help prepare students for doing business in an increasingly global economy. Note that American Sign Language and classical or ancient languages such as Greek and Latin do not satisfy the Business International Requirement. The list of non-U.S. culture classes that satisfy the requirement is updated regularly and can be obtained from your advisor or department chair. As an alternative to modern language or non-U.S. culture classes, students can satisfy the Business International Requirement by participating in a semester-long study abroad program.

For economics, business economics, finance and accounting students, MAT 115 is recommended over other options. However, students who are not well prepared in mathematics may wish to take MAT 105 and MAT 106 before moving on to more advanced math courses. Additional mathematics courses are recommended if the student is preparing for a graduate program in economics or finance. The student should consult a departmental advisor.

Management Majors take ACC 212 instead of ACC 202

Management Majors take MGT 335 and MGT 336 instead of MGT 325; Students completing the 150-hour combination of BS and MBA in Accounting take MBA 507 instead of MGT 325

Management Majors take LAW 371 and LAW 372 instead of MGT 370

Students completing the 150-hour combination of BS and MBA in Accounting take MBA 690 instead of MGT 446

International business majors will satisfy the Business International Requirement by taking two semesters of a foreign language at the 200 level. Other business majors will fulfill the two courses required for the Business International Requirement with either a foreign language or a non US history course.

• Non US History courses can be in two separate international cultures
• Two separate international language courses
• A combination of an international language course and a non US history course

BUSX is required of all business majors and must be completed for degree requirements. This series of courses are 0 credit hours and will be graded pass/fail. BUS 101 will be completed in your first semester freshman year, BUS 201 will be completed as a sophomore, and BUS 401 will be completed as a junior or senior.

Business Minor

The Business Minor is available to provide an introduction to business for non-business students who may want to seek employment in business after graduation. It consists of six required courses and one elective selected from several advanced business courses. For additional information, please see Laura McEwen, assistant dean of business.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 255</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>FIN 201</td>
<td>Introduction to Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>MGT 101</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following business electives:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISB 101</td>
<td>Management Technology</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
</tr>
<tr>
<td>ECO 256</td>
<td>Business Analytics</td>
</tr>
<tr>
<td>FIN 311</td>
<td>Intermediate Corporate Finance</td>
</tr>
<tr>
<td>MGT 325</td>
<td>Operations Analysis for Business</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior</td>
</tr>
<tr>
<td>MGT 364</td>
<td>Human Resources Management</td>
</tr>
<tr>
<td>MGT 370</td>
<td>Managerial Environment</td>
</tr>
<tr>
<td>MKT 320</td>
<td>Consumer Behavior</td>
</tr>
</tbody>
</table>
Accounting Programs

120 Hour and 150 Hour Accounting Programs &
Accounting Information Systems Program
Chair: Ian J. Redpath, JD, LLM

Introduction
The Department of Accounting seeks to prepare graduates with the
skills that are necessary for success in the profession of accounting.
Accounting professionals are expected to be competent in accounting skills, well
rounded in the various disciplines of business and possess excellent
communication and interpersonal skills. Students with degrees in accounting
find positions in public accounting, the financial sector, government and
nonprofit entities, and other areas of business.

The accounting curriculum is registered with the New York State Education
Department and the 150 hour accounting programs meet the education
requirements of the state of New York for CPA licensure. To become a
licensed CPA, an accounting graduate should also meet the experience
requirement of the state of New York. Students desiring to sit for the exam
and obtain their CPA license in other states should check with those states
for their specific requirements. Academic options for CPA licensure specific
to each variation in the Accounting degree program can be found in the
pages that can be accessed by clicking the Majors tab at the top of this page.

For a more detailed description of the program, faculty, facilities, academic
and co-curricular opportunities please go to Accounting Programs webpage
(https://www.canisius.edu/academics/programs/accounting/).

Requirements for Graduation
To qualify for graduation with any of the undergraduate Accounting degrees,
a candidate must complete all the graduation requirements outlined in this
catalog and must have a cumulative grade average of 2.0 in all Accounting
courses taken at Canisius College as well as an overall GPA of at least
2.0. Students pursuing an MBA in Accounting as part of a combined
undergraduate/graduate (150 Hr.) degree program must also achieve a
cumulative GPA of 2.8 (scale of 4.0) in their graduate studies.

Advisement
All students should have an advisor in the major and should contact the
department directly to have an advisor assigned if they do not already
have one. Meetings with academic advisors are required prior to students
receiving their PIN for course registration each semester. All majors
should work closely with their advisor in discussing career expectations,
choosing their major electives, developing their entire academic program
and planning their co-curricular or supplemental academic experiences.

Retaking Courses
Students who are dissatisfied with their grade in a course, did not meet
the minimum grade requirement for upper level accounting courses, or
withdrew may repeat the course once (exceptions may be approved by the
assistant dean of business in consultation with the department chair). In
such cases both grades will be entered in the student’s record, but, for the
purpose of computing grade point average, only the second grade will be
used for the calculation. Because retaking courses that have already been

Double Majors
Students who wish to expand their educational opportunities may decide to
declare a double major. This decision may be based on career goals, planned
graduate studies, and/or other student interests. Before a student declares
a double major, it is important to meet with the appropriate academic
departments for advisement. In order to declare a double major, the
student must complete the appropriate double major request form and get
the signature of each department chairperson and the appropriate associate
dean.

Per college policy, each additional major requires a minimum of 15 credits that
do not apply to the student’s first or subsequent major. Some double major
combinations can be completed within the minimum 120 credit hour degree
requirement, but in other cases additional coursework may be required. Please
note that students will receive only one degree, regardless of the number of
majors they complete.

Note: Many accounting majors choose to dual major by combining an
Accounting degree with a degree in Accounting Information Systems.
Please consult your advisor for more detailed information.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests
but generally do not require as many courses as a major. Minors generally
range from five to eight required courses. The minors page (http://
catalog.canisius.edu/undergraduate/minors/) provides a complete list
of minors and provides links to each minor. Some majors and minors can be
completed within the minimum 120 credit hour degree requirement, but in
some cases additional coursework may be required. Students must complete
the appropriate minor request form.

Note: While students are encouraged to begin meeting with an academic
advisor early in their college career to consider various degree options, they
generally do not have to make a decision about which accounting program
to pursue until their junior year. For additional information regarding the
MBA in Accounting (http://catalog.canisius.edu/graduate/wehle-school-
business/mba-professional-accounting/) refer to the Graduate Catalog
or meet with an advisor. Programs are subject to change to meet State
standards.

Accounting Majors/Programs
- Accounting (p. 274) - A 120 credit hour degree that provides options
  for students that want to earn a Certified Public Accountant (CPA)
  license as well as for those students who do not intend to pursue CPA
  licensure.
- Professional Accounting (p. 276) - A 150 credit hour degree that
  prepares students to sit for the Certified Public Accountant (CPA)
  license exam.
- Accounting and MBA in Accounting (MBAA) (p. 277) - A 150 credit
  hour degree that prepares students to sit for the Certified Public
  Accountant (CPA) license exam as well as earn both undergraduate
  (B.S.) and graduate (M.B.A.) degrees in Accounting.
- Accounting Information Systems (p. 283) - A 120 credit hour degree
  program for students interested in careers that require accounting
  skills and advanced technology skills. Many accounting majors elect to

| MKT 375 | International Marketing |
| MKT 350 | Digital Marketing |

Total Credits 21
Accounting (ACC), (p. 273) Business Law (LAW) (p. 274)

Accounting Courses

ACC 201 Financial Accounting 3 Credits
Introduction to accounting concepts for external financial reporting. Accounting theories and principles relative to asset and liability valuations, and income determination.
Offered: fall & spring.

ACC 202 Managerial Accounting 3 Credits
For Non-Accounting Majors. Introduction to accounting concepts for internal reporting and control. Cash budgeting, decision making, breakeven analysis, and performance evaluation.
Prerequisite: ACC 201.
Offered: fall & spring.

ACC 211 Principles of Accounting I 3 Credits
For Accounting Majors. Fundamental concepts and procedures of financial accounting with emphasis on asset and liability valuations and income determination.
Offered: fall & spring.

ACC 212 Principles of Accounting II 3 Credits
For Accounting Majors. Fundamental concepts and procedures of financial and managerial accounting with emphasis on asset funding, including debt and equity and cash flows. Accounting applications of present value concepts, introduction to budgeting and product costing. During the Spring semester the course has a mandatory 1 hour non-credit recitation section for preparation for the intermediate accounting series.
Prerequisite: minimum grade of C- in ACC 201.
Offered: spring & summer

ACC 301 Intermediate Accounting I 3 Credits
First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.
Prerequisite: minimum grade of C- in both ACC 201 & ACC 212, junior standing, & overall GPA of 2.0.
Offered: fall & spring.

ACC 302 Intermediate Accounting II 3 Credits
Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.
Prerequisite: minimum grade of C- in ACC 301, junior standing, an overall GPA of 2.0.
Offered: spring & summer

ACC 303 Cost Accounting 3 Credits
Preparation and analysis of data utilized by management in planning and control decisions. Inventory valuation and reporting methods. Establishment and use of standards and budgets. The department offers ACC 303PD sections. These sections have a mandatory professional development lab attached to them. Their objective is to guide students as they develop the communication and leadership skills valued by the accounting profession. The course has a mandatory 3 hour non-credit recitation section.
Prerequisite: ACC 212, junior standing, & an overall GPA of 2.0.
Offered: fall & spring.

ACC 307 Accounting Information Systems 3 Credits
Development, organization, and implementation of accounting and management information systems. Emphasis on enterprise risk management, systems controls, processing cycles, and systems development life cycle.
Prerequisite: ACC 201 & ISB 101.
Offered: fall & spring.

ACC 331 Data Analytics in Accounting 3 Credits
Overview of electronic business transactions emphasizing concepts and foundations underlying data analytics for accounting. Course provides theoretical foundations of business intelligence, descriptive analytics, data visualization, and predictive analytics. Students apply data analytic concepts through the use of analytics software.
Prerequisite: ACC 307 (may register concurrently).
Offered: every spring.

ACC 415 Basic Taxation 3 Credits
Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.
Prerequisite: minimum grade of C- in both ACC 201 & ACC 212.
Offered: fall.

ACC 416 Advanced Taxation 3 Credits
Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.
Prerequisite: minimum grade of C- in ACC 415.
Offered: spring.

ACC 421 Advanced Accounting Problems 3 Credits
Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.
Prerequisite: minimum grade of C- in ACC 302.
Offered: fall.

ACC 425 Auditing Theory and Practice 3 Credits
Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.
Prerequisite: minimum grade of C- in ACC 302.
Offered: every fall.

ACC 426 Information Systems Auditing 3 Credits
Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.
Prerequisite: minimum grade of C- in each of ACC 307 & one of the following: ACC 331, ACC 452, or ACC 425.
Offered: fall.

ACC 427 Advanced Auditing 3 Credits
This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.
Prerequisite: ACC 425.
Offered: every spring.
**ACC 429 Governmental and Not for Profit Accounting** 3 Credits
Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances.
**Prerequisites:** ACC 302
**Offered:** spring.

**ACC 441 Fraud Examination: Detection and Deterrence** 3 Credits
The course will concentrate on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigations and documentation, and fraud detection and prevention. Ethical issues in fraud examination and investigation will be covered as well as strategies and tools for fraud deterrence in organizations.
**Prerequisite:** minimum grade of C- in each of ACC 301, ACC 302, & either ACC 425 or ACC 426.
**Offered:** fall.

**ACC 451 Accounting Theory and Research** 3 Credits
Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.
**Prerequisite:** minimum grade of C- in ACC 302.
**Offered:** fall.

**ACC 452 Enterprise Systems** 3 Credits
Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management.
**Prerequisite:** minimum grade of C- in ACC 307.
**Offered:** spring.

**ACC 496 Internship** 1-3 Credits
Internships require an application and approval by the associate dean.
**Prerequisite:** student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

**ACC 499 Independent Research in Accounting** 1-3 Credits
Undertaking of a significant piece of independent research. By appointment with chairperson. Independent studies require an application and approval by the associate dean.
**Prerequisite:** student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.
**Offered:** fall & spring.

**LAW 371 Business and Commercial Law** 3 Credits
American legal system and substantive law relating to business. This course focuses on the Constitution, Torts, Criminal, Cyber, Intellectual Property, Contracts, UCC Sales, International law and ethics and accountants professional responsibility.
**Offered:** fall.

**LAW 372 Business Organizations and Commercial Paper** 3 Credits
The American Legal System and substantive law relating to business focusing on the law relating to: negotiable instruments, banking, debtor creditor relationships, bankruptcy, secured transactions, agency, partnerships and LLCs, securities regulation, employment, environmental, anti-trust, property and wills and trusts.
**Prerequisite:** minimum grade of C in LAW 371.
**Offered:** spring.

**LAW 509 Legal Environment and Ethics** 3 Credits
Threshold knowledge for managers of the law in areas of contract, product liability, corporations, partnerships, employment and environment.
**Offered:** every fall, spring, & summer.

**LAW 603 Legal Environment** 3 Credits
This course is designed to be an introduction to the basic rules of law and the ethical responsibilities of business decision makers. This course is not intended to make you lawyers or to give legal advice. Almost every chapter/subject covered is a semester or longer in law school. We will address important legal aspects of relating to business transactions and business entities.
**Offered:** every fall, spring, & summer.

**LAW 671 Business Law and Legal Environment** 4 Credits
Legal aspects of partnerships and corporations; substantive law of contracts, agency, bailments, accountants’ liability; Uniform Commercial Code, commercial paper and secured transactions; bankruptcy, SEC, antitrust law.
**Offered:** every fall.

**LAW 809 Legal Environment and Ethics** 3 Credits
Threshold knowledge for managers of the law in areas of contract, product liability, corporations, partnerships, employment and environment.
**Offered:** every summer.

**Accounting (BS) - 120 Hr.**

Chair: Ian J. Redpath, JD, LLM

**Introduction**

The Department of Accounting seeks to prepare graduates with the skills that are necessary for success in the profession of accounting. Accounting professionals are expected to be competent in accounting skills, well-rounded in the various disciplines of business and possess excellent communication and interpersonal skills. Students completing the accounting program find positions in public accounting, industry, the financial sector, government and nonprofit entities.

The accounting curriculum is registered with the New York State Education Department. To become a licensed CPA, an accounting graduate should also meet the experience requirement of the state of New York. Students desiring to sit for the exam and obtain their CPA license in other states should check with those states for their specific requirements. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to Accounting Program webpage (https://www.canisius.edu/academics/programs/accounting/).

**Note:** Please see the Accounting Programs Overview (p. 272) page in this catalog for important information about degree policies and courses.

**Becoming a Licensed Certified Public Accountant (C.P.A.)**

There are two basic tracks for completing the 120 Hr. Accounting Program: 1) The C.P.A. track and 2) The Non-C.P.A. track. Students who wish to qualify to take the C.P.A. exam must use their accounting elective courses and a free elective course to take a set of classes that cover important topics related to public accounting (see courses listed on the Curriculum tab for this program). Students who do not wish to take the C.P.A. exam can select other classes when choosing how they will satisfy their accounting and free electives course requirements. In addition to passing the C.P.A. exam, 120 Hr. accounting majors must also meet additional New York State requirements to become licensed. Accounting students in the 120 Hr. Program are strongly encouraged to discuss these two options (CPA Track &
Non-CPA Track) and New York State CPA licensing requirements with their adviser.

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

**Course Requirements:** In addition to the common liberal arts and business courses, students in this program will take:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Core</td>
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<tr>
<td></td>
<td>Required courses for all business majors</td>
<td>49-51</td>
</tr>
<tr>
<td></td>
<td>Additional Major Requirements</td>
<td></td>
</tr>
<tr>
<td>ACC 301</td>
<td>Intermediate Accounting I</td>
<td>6</td>
</tr>
<tr>
<td>&amp; ACC 302</td>
<td>and Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACC 303</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 307</td>
<td>Accounting Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>ACC 415</td>
<td>Basic Taxation</td>
<td>3</td>
</tr>
<tr>
<td>LAW 371</td>
<td>Business and Commercial Law</td>
<td>3</td>
</tr>
<tr>
<td>LAW 372</td>
<td>Business Organizations and Commercial Paper</td>
<td>3</td>
</tr>
<tr>
<td>ENG 389</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Accounting Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>79-81</td>
</tr>
</tbody>
</table>

**Recommended Courses to Take the CPA Exam**

Students in the 120 credit hour Accounting program who wish to be qualified to take the CPA exam must use their Accounting and Free Elective courses to take the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 416</td>
<td>Advanced Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 425</td>
<td>Auditing Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>ACC 427</td>
<td>Advanced Auditing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Learning Goals & Objectives**

**Learning Goal 1**

Students will apply current principles of accounting to the measurement and reporting of accounting information.

Students will:

- Objective A: Construct the financial statements in accordance with generally accepted accounting principles and analyze the strengths and weaknesses of each statement;
- Objective B: Evaluate the reporting and valuation of assets and liabilities in accordance with generally accepted accounting principles;
- Objective C: Evaluate the various alternatives to the measurement of income and the determination of financial position.

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1. Students who wish to be qualified to take the CPA exam must use their ACC Electives and Free Electives to take the following 3 courses:
   - ACC 416 Advanced Tax
   - ACC 425 Auditing
   - ACC 427 Advanced Auditing

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**Roadmap**

**Typical Schedule**

120 Hours — BS in Business Administration (Major: Accounting)
Learning Goal 2
Graduates will know how to compare/contrast alternative business decisions, and evaluate the potential impact of these decisions on future financial performance.

Students will:
Objective A: Demonstrate a sound understanding of cost behavior and analyze the differences resulting from fixed and variable costs in financial performance;
Objective B: Analyze the differences that result in financial reporting from the company’s choice of inventory costing techniques;
Objective C: Apply budgeting techniques in the preparation of static and flexible budgets.

Learning Goal 3
Graduates will know the characteristics of internal control procedures needed in the aggregation of accounting information.

Students will:
Objective A: Demonstrate an understanding of the purpose of internal controls;
Objective B: Demonstrate an understanding of the principles of controls;
Objective C: Analyze the relationship of technology and controls.

Learning Goal 4
Graduates will know how the external regulatory, legal, and ethical environments impact business decisions and financial reporting requirements.

Students will:
Objective A: Apply different ethical frameworks in making business decisions;
Objective B: Apply both societal and governmental laws/regulations in making business decisions;
Objective C: Apply Federal Tax Law and regulation in the determination of taxable liability.

Professional Accounting (BS)
Chair: Ian J. Redpath, JD, LLM

Introduction
To become a licensed Certified Public Accountant (C.P.A.), all states require students to complete 150 credit hours of instruction at an accredited college or university. In the state of New York, students can take the C.P.A. exam after only completing 120 credit hours of instruction, but before receiving a C.P.A. license, individuals must complete an additional 30 credit hours of instruction as well as complete one year of full-time work experience in the accounting field. Because a traditional Bachelor's degree program in New York usually requires 120 credit hours of course work, colleges and universities have developed alternative ways for accounting students to meet the 150 credit hour standard required for professionals who wish to become licensed Certified Public Accountants.

One option available at Canisius College is for students to complete an undergraduate program consisting of 150 credit hours of instruction leading to a Bachelor of Science Degree in Professional Accounting. This degree can be combined with a second major or taken as a stand-alone degree. This program usually takes 5 years to complete, but with proper planning can be completed in 4 1/2 years. AP credits may also reduce completion time. This program is registered with the State of New York and qualifies a graduate to take the C.P.A. examination and become fully licensed once all other New York State requirements have been met. In addition to the BS in Professional Accounting, 150 Hr. Program, Canisius offers other 150 Hr. programs that might provide additional benefits to qualified students. Students are strongly encouraged to discuss their career goals and learn about C.P.A. licensing early in their college career by meeting with their academic adviser.

Note: Please see the Accounting Programs Overview (p. 272) page in this catalog for important information about degree policies and courses.

Admission to the Professional Accounting (150 Hr.) Program
Students do not need to seek special admission to the Professional Accounting Program, but they must declare their intent to pursue the major by completing a major declaration form with the Student Records Office, and by emailing their department Program Adviser and the assistant dean of the Richard J. Wehle School of Business.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student's major(s) and minor(s).

Major Requirements

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<td>Advanced Accounting Problems</td>
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<td>Auditing Theory and Practice</td>
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<td>Information Systems Auditing</td>
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</tr>
<tr>
<td>ENG 389</td>
<td>Business Communication</td>
<td>3</td>
</tr>
<tr>
<td>Accounting Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Business Elective 3
Total Credits 97-99

Roadmap

Typical Schedule
Professional Accounting (150 Hr.)

Freshman

Fall
ENG 111
Select one of the following:
MAT 105 (or an A&S elective if MAT 109, MAT 111 or MAT 115 was taken in the fall)

Spring
ENG 112
MAT 106
MAT 109
MAT 111
MAT 115

Typical Schedule

Freshman

Fall
ENG 111
Select one of the following:
MAT 105 (or an A&S elective if MAT 109, MAT 111 or MAT 115 was taken in the fall)

Spring
ENG 112
MAT 106
MAT 109
MAT 111
MAT 115

Learning Goals & Objectives

Learning Goal 1
Students will apply current principles of accounting to the measurement and reporting of accounting information. Students will:
Objective A: Construct the financial statements in accordance with generally accepted accounting principles and analyze the strengths and weaknesses of each statement;
Objective B: Evaluate the reporting and valuation of assets and liabilities in accordance with generally accepted accounting principles;
Objective C: Evaluate the various alternatives to the measurement of income and the determination of financial position;
Objective D: Apply aspects of FASB's conceptual framework to transactions and compare/contrast the reporting impact of the concepts applied.

Learning Goal 2
Graduates will know how to compare/contrast alternative business decisions, and evaluate the potential impact of these decisions on future financial performance. Students will:
Objective A: Demonstrate a sound understanding of cost behavior and analyze the differences resulting from fixed and variable costs in financial performance;
Objective B: Analyze the differences that result in financial reporting from the company's choice of inventory costing techniques;
Objective C: Apply budgeting techniques in the preparation of static and flexible budgets;
Objective D: Evaluate effectiveness of controls and the methods used to test controls.

Learning Goal 3
Graduates will know the characteristics of internal control procedures needed in the aggregation of accounting information. Students will:
Objective A: Demonstrate understanding of the purpose of internal controls;
Objective B: Demonstrate understanding of principles of controls;
Objective C: Analyze the relationship of technology and controls;

Learning Goal 4
Graduates will know how the external regulatory, legal, and ethical environments impact business decisions and financial reporting requirements. Students will:
Objective A: Apply different ethical frameworks in making business decisions;
Objective B: Apply both societal and governmental laws/regulations in making business decisions;
Objective C: Apply Federal Tax Law and regulation in the determination of taxable liability.

Accounting (BS) and MBA in Accounting (MBAA)

Candidates must be pursuing a Canisius BS in Accounting to be eligible for this program.
The Master Business Administration in Accounting (150 hour program) meets the NYS educational requirement for 150 hours for certification as a NYS CPA. Under present education requirements of the State of New York, students are eligible to sit for the NYS CPA examination upon completing their 120 hour program (BS in Accounting) with the completion of Auditing. Students must have 150 hours to secure the educational requirements for NYS CPA Licensure with the completion of Auditing.

Students will apply for the MBAA 150 hour program in the fall semester of their junior year. In their senior year, students will start taking classes at the MBA level. After graduating with a BS in Accounting, with a minimum QPA of 2.0 in all courses and the required 2.0 in accounting/business law courses, students will start the graduate portion of their program (MBAA). Students will be graduate students and pay student graduate tuition rates. Graduate tuition is charged per credit hour.

**Admission Requirements**

Students entering this program must have a bachelor’s degree in accounting from Canisius College to start the graduate portion of their program (MBAA). This program meets the NYS educational requirement for 150 hours for certification as a NYS CPA.

Students should apply in the fall semester of their junior year. Applications can be secured in the Graduate Business Office and informational sessions will be held in the fall semester.

The MBAA Admissions Committee takes a holistic approach in evaluating an application for admission. The committee takes into consideration the undergraduate QPA and the scores on the Graduate Management Admission Test (GMAT). The Graduate Record Exam (GRE) will not be accepted. Following guidelines are suggested for those considering applying. The candidate should have (1) a minimum cumulative average of 2.75 in all accounting courses (2) a minimum cumulative GPA of 3.0 in all courses, (3) a score of at least 500 on the GMAT. With the completion of the GMAT, a decision will be made before the completion of the spring semester of a student’s junior year for provisional admission. Upon completion of the spring semester of the junior year, students will be re-evaluated for regular admission based on the above criteria.

**GMAT Waiver** - Students are eligible for a GMAT waiver based on the following criteria:

1. GPA of 3.2 in all courses
2. GPA of 3.0 in all accounting courses including business law
3. A minimum grade of C in ACC 301 and ACC 302

Students who do not meet the criteria for acceptance into the MBAA 150 hour program are eligible for the 150 hour undergraduate program in Professional Accounting by completing all undergraduate courses.

**Registration for Courses in the MBAA**

Upon acceptance, students will be contacted by the Graduate Business Office for registration for their first fall semester in the MBAA Program. Students will still secure advising for registration for the spring semester of their senior year. Interested candidates will register for their required accounting courses and will be changed to the graduate sections at the time of acceptance. Graduate sections for the accounting courses meet at the same times as the undergraduate sections.

Students must take the following courses in their senior year:

**Accounting requirements:**
- ACC 715 for ACC 415 (fall only)
- ACC 716 for ACC 416 (spring only)
- ACC 721 for ACC 421 (fall only)
- ACC 725 for ACC 425 (fall only)
- ACC 751 for ACC 451 (fall only)

**Business requirements:**
- MGT 507 for MGT 325 (fall or spring)
- MGT 690 for MGT 446 (fall or spring)

Please note, D grades are not awarded at the graduate level.

**Academic Standing**

For the undergraduate portion of the MBAA 150 hour program students should review the probationary and dismissal policies in the undergraduate catalog for BS/BA candidates.

For the graduation portion of the program students must have CGPA of 3.0 to graduate.

A student is placed on **academic probation** if:

1. After completion of six hours of course work, the student’s cumulative grade point average is 2.0 or lower,
2. Any time after completion of nine or more hours of course work, the cumulative grade point average is below a 3.0 or lower.

A student may be **dismissed from the program** if:

1. After completion of six hours of course work, subsequent to being placed on academic probation, the cumulative grade point average is less than 2.0,
2. After completion of at least 18 hours of course work, the cumulative grade point average is less than 3.0. A student may be dismissed without having been placed on probation first.

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).

Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).
Major Requirements

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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Core Curriculum or Honors Curriculum and Free Electives</td>
<td>36</td>
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<tr>
<td></td>
<td>(must satisfy liberal arts requirements)</td>
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<tr>
<td></td>
<td>Business Core Curriculum</td>
<td>45-48</td>
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<td>Required courses for all business majors (p. 270)</td>
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<tr>
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<td>Accounting Courses at the Undergraduate Level</td>
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<td>ACC 301</td>
<td>Intermediate Accounting I</td>
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<td>ACC 302</td>
<td>Intermediate Accounting II</td>
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<td>Business Communication</td>
<td>3</td>
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<tr>
<td></td>
<td>Accounting courses taken in 4th year as graduate courses</td>
<td></td>
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<tr>
<td>MGT 507</td>
<td>Operations Planning and Control</td>
<td>3</td>
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<tr>
<td>MGT 690</td>
<td>Strategic Management and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>ACC 715</td>
<td>Basic Taxation</td>
<td>3</td>
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<tr>
<td>ACC 716</td>
<td>Advanced Taxation</td>
<td>3</td>
</tr>
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<td>ACC 721</td>
<td>Advanced Financial Reporting</td>
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<td>ACC 727</td>
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<td></td>
<td>Graduate Portion- courses taken in 5th year</td>
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<td>MGT 502</td>
<td>Leadership in Organizational Behavior</td>
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<td>MBA Finance Elective</td>
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<td>MGT 641</td>
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<tr>
<td>ACC 751</td>
<td>Seminar in Accounting Theory</td>
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<td></td>
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<tr>
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<td>Total Credits</td>
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</tr>
</tbody>
</table>

Please note that this curriculum involves 150-153 credits that fulfills the 120 credits required for a BS degree, 48 graduate credits required for the MBAA, and 150+ total credits for the CPA requirements.

Typical Schedule

150-Hours Program, BS in Business Administration (Major: Accounting)/ MBA in Accounting (MBAA)

Freshman

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
</tr>
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<tbody>
<tr>
<td>ENG 111</td>
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<td>ENG 112</td>
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<tr>
<td>MAT 105, 109, 111, or 115</td>
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<td>PHI 101</td>
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<td></td>
<td>Business International Requirement</td>
<td>Business International Requirement</td>
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<td>BUS 101</td>
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Sophomore

<table>
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<th></th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MGT 101</td>
<td></td>
<td>MKT 201</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Learning Goal 1

Students will apply current principles of accounting to the measurement and reporting of accounting information. Students will:

Objective A: Construct the financial statements in accordance with generally accepted accounting principles and analyze the strengths and weaknesses of each statement;

Objective B: Evaluate the reporting and valuation of assets and liabilities in accordance with generally accepted accounting principles;

Objective C: Evaluate the various alternatives to the measurement of income and the determination of financial position;

Objective D: Apply aspects of FASB’s conceptual framework to transactions and compare/contrast the reporting impact of the concepts applied.

Learning Goal 2

Graduates will know how to compare/contrast alternative business decisions, and evaluate the potential impact of these decisions on future financial performance. Students will:

Objective A: Demonstrate a sound understanding of cost behavior and analyze the differences resulting from fixed and variable costs in financial performance;

Objective B: Analyze the differences that result in financial reporting from the company’s choice of inventory costing techniques;
Objective C: Apply budgeting techniques in the preparation of static and flexible budgets;
Objective D: Evaluate effectiveness of controls and the methods used to test controls.

**Learning Goal 3**

Graduates will know the characteristics of internal control procedures needed in the aggregation of accounting information.

Students will:
Objective A: Demonstrate understanding of the purpose of internal controls;
Objective B: Demonstrate understanding of principles of controls;
Objective C: Analyze the relationship of technology and controls;

**Learning Goal 4**

Graduates will know how the external regulatory, legal, and ethical environments impact business decisions and financial reporting requirements.

Students will:
Objective A: Apply different ethical frameworks in making business decisions;
Objective B: Apply both societal and governmental laws/regulations in making business decisions;
Objective C: Apply Federal Tax Law and regulation in the determination of taxable liability.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
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<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
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</tr>
<tr>
<td>ACC 211</td>
<td>Principles of Accounting I</td>
<td>3</td>
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<tr>
<td>ACC 212</td>
<td>Principles of Accounting II</td>
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<tr>
<td>ACC 301</td>
<td>Intermediate Accounting I</td>
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</tr>
<tr>
<td>ACC 302</td>
<td>Intermediate Accounting II</td>
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<tr>
<td>ACC 303</td>
<td>Cost Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 307</td>
<td>Accounting Information Systems</td>
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</tr>
<tr>
<td>ACC 331</td>
<td>Data Analytics in Accounting</td>
<td>3</td>
</tr>
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<td>ACC 415</td>
<td>Basic Taxation</td>
<td>3</td>
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<tr>
<td>ACC 416</td>
<td>Advanced Taxation</td>
<td>3</td>
</tr>
<tr>
<td>ACC 421</td>
<td>Advanced Accounting Problems</td>
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</tr>
<tr>
<td>ACC 425</td>
<td>Auditing Theory and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

**ACC 301 Intermediate Accounting I**
First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.

**Prerequisite:** minimum grade of C- in both ACC 201 & ACC 212, junior standing, & overall GPA of 2.0.

**Offered:** spring & summer

**ACC 302 Intermediate Accounting II**
Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.

**Prerequisite:** minimum grade of C- in ACC 301, junior standing, an overall GPA of 2.0.

**Offered:** spring & summer

**ACC 303 Cost Accounting**
Preparation and analysis of data utilized by management in planning and control decisions. Inventory valuation and reporting methods. Establishment and use of standards and budgets. The department offers ACC 303PD sections. These sections have a mandatory professional development lab attached to them. Their objective is to guide students as they develop the communication and leadership skills valued by the accounting profession. The course has a mandatory 3 hour non-credit recitation section.

**Prerequisite:** ACC 212, junior standing, & an overall GPA of 2.0.

**Offered:** fall & spring

**ACC 307 Accounting Information Systems**
Development, organization, and implementation of accounting and management information systems. Emphasis on enterprise risk management, systems controls, processing cycles, and systems development life cycle.

**Prerequisite:** ACC 201 & ISB 101.

**Offered:** fall & spring

**ACC 331 Data Analytics in Accounting**
Overview of electronic business transactions emphasizing concepts and foundations underlying data analytics for accounting. Course provides theoretical foundations of business intelligence, descriptive analytics, data visualization, and predictive analytics. Students apply data analytic concepts through the use of analytics software.

**Prerequisite:** ACC 307 (may register concurrently).

**Offered:** every spring.

**ACC 415 Basic Taxation**
Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.

**Prerequisite:** in both ACC 201 & ACC 212.

**Offered:** fall.

**ACC 416 Advanced Taxation**
Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.

**Prerequisite:** minimum grade of C- in ACC 415.

**Offered:** spring.

**ACC 421 Advanced Accounting Problems**
Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.

**Prerequisite:** minimum grade of C- in ACC 302.

**Offered:** fall.

**ACC 425 Auditing Theory and Practice**
Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.

**Prerequisite:** minimum grade of C- in ACC 302.

**Offered:** every fall.
ACC 426 Information Systems Auditing 3 Credits
Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity. 
Prerequisite: minimum grade of C- in each of ACC 307 & one of the following: ACC 331, ACC 452, or ACC 425. 
Offered: fall.

ACC 427 Advanced Auditing 3 Credits
Prerequisite: ACC 425. 
Offered: every spring.

ACC 429 Governmental and Not For Profit Accounting 3 Credits
Accounting and reporting issues that apply to governmental units, hospitals, schools, religious institutions and other non-profit organizations; budgetary procedures including appropriations and encumbrances. 
Prerequisites: ACC 302 
Offered: spring.

ACC 441 Fraud Examination: Detection and Deterrence 3 Credits
The course will concentrate on financial fraud, white-collar crime, how financial fraud is perpetrated, approaches to fraud investigations and documentation, and fraud detection and prevention. Ethical issues in fraud examination and investigation will be covered as well as strategies and tools for fraud deterrence in organizations. 
Prerequisite: minimum grade of C- in each of ACC 301, ACC 302, & either ACC 305 or ACC 426. 
Offered: fall.

ACC 451 Accounting Theory and Research 3 Credits
Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions. 
Prerequisite: minimum grade of C- in ACC 302. 
Offered: fall.

ACC 452 Enterprise Systems 3 Credits
Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management. 
Prerequisite: minimum grade of C- in ACC 307. 
Offered: spring.

ACC 496 Internship 1-3 Credits
Internships require an application and approval by the associate dean. 
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

ACC 499 Independent Research in Accounting 1-3 Credits
Undertaking of a significant piece of independent research. By appointment with chairperson. Independent studies require an application and approval by the associate dean. 
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean. 
Offered: fall & spring.

ACC 505 Financial Accounting 3 Credits
Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports. 
Offered: every fall & spring.

ACC 509 Legal Environment and Ethics 3 Credits
Threshold knowledge for managers of the law in areas of contract, product liability, corporations, partnerships, employment and environment. 
Offered: every fall, spring, & summer.

ACC 610 Managerial Accounting 3 Credits
Preparation and analysis of data used by management in planning, budgeting, decision making, product costing, inventory valuation and performance evaluation. 
Prerequisite: MBA 505 or ACC 505. 
Offered: Fall & spring.

ACC 701 Financial Accounting 3 Credits
For MBAPA Students. Fundamental concepts and procedures of financial accounting with emphasis on asset and liability valuations and income determination. 
Offered: every fall & spring.

ACC 702 Managerial and Cost Accounting 3 Credits
Preparation and analysis of data used by management for planning, control and performance evaluations; inventory valuation and reporting methods in manufacturing enterprises; standards and budgets. 
Prerequisite: MBA 505 OR ACC 505 OR ACC 701 OR MBA 701. 
Offered: every spring.

ACC 707 Accounting Information Systems 3 Credits
Development, organization, and implementation of manual and electronic accounting information systems. Emphasis on flow charts and analysis, modification, and improvement of existing systems. 
Prerequisite: MBA 701 OR ACC 701. 
Offered: every fall & spring.

ACC 711 Intermediate Financial Reporting I 3 Credits
First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows. Prerequisite: MBA 701 Please: ACC 701 OR MBA 701. 
Offered: every fall & spring.

ACC 712 Intermediate Financial Reporting II 3 Credits
Second of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows. 
Prerequisite: MBA 711 OR ACC 711 grade of C-. 
Offered: every fall & spring.
ACC 715 Basic Taxation 3 Credits
Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.
Prerequisite: MBA 701 OR ACC 701.
Offered: every fall.

ACC 716 Advanced Taxation 3 Credits
Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.
Prerequisite: MBA 715 OR ACC 715.
Offered: every spring.

ACC 721 Advanced Financial Reporting 3 Credits
Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.
Prerequisite: MBA 712 OR ACC 712.
Offered: every fall.

ACC 725 Auditing Theory and Practice 3 Credits
Generally accepted auditing standards and practice relevant to verification of historical financial statements; responsibilities and ethics pertinent to the public accounting profession; internal control evaluation; applying auditing programs; development of working paper documentation; the application of statistical sampling to gather audit evidence; the determination of the appropriate audit report for a given audit situation.
Prerequisite: MBA 712 OR ACC 712.
Offered: every fall.

ACC 726 Information Systems Auditing 3 Credits
Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.
Prerequisite: C- or better in MBA 725 OR ACC 725.
Offered: every fall.

ACC 727 Advanced Audit 3 Credits
This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.
Prerequisite: MBA 725 OR ACC 725.
Offered: every spring.

ACC 751 Seminar in Accounting Theory 3 Credits
Standard setting procedures at the U.S. and international levels, accounting concepts and principles, contemporary accounting issues, concepts of income determination, database/library research to support or oppose accounting positions.
Prerequisite: MBA 711 or ACC 711.
Offered: every fall.

ACC 752 Enterprise Systems 3 Credits
Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management. Prerequisite: MBA 707
Prerequisite: MBA 707 OR ACC 707.
Offered: every spring.

ACC 824 Financial Accounting 3 Credits
Reporting the financial results of operations and financial position to investors, creditors, and managers; examination of problems that arise in the preparation, analysis and use of accounting data, with emphasis on the use of financial reports.
Offered: fall day.

ACC 840 Managerial Accounting 3 Credits
Preparation and analysis of data used by management in planning, cash and capital budgeting, decision making, product costing and performance evaluation.
Prerequisite: MBA 505 or MBA 824, OR ACC 505 OR ACC 824.
Offered: every spring.

MBA Courses Taken in 4th Year

ECO 503 Statistics for Managers with Excel 3 Credits
This course covers statistical concepts and techniques emphasizing problem solving and interpretation: descriptive statistics, probability distributions, estimation, hypothesis testing, contingency tables, analysis of variance and simple regression analysis.
Offered: every fall, spring, & summer.

MGT 690 Strategic Management and Leadership 3 Credits
Strategic Management can be characterized as a set of managerial decisions and actions that determines the long run performance of a corporation. It includes environmental scanning (external and internal to the corporation), strategy formulation, strategy implementation and evaluation and control. Using cases drawn from actual business situations, the course develops skills in (1) diagnosing the overall condition of a company or organization, with emphasis on its financial situation; (2) perceiving and analyzing evolving environmental trends, seeking new opportunities for the organization and new threats against it; (3) understanding those specific company skills that give it advantages over the competition and weaknesses that hinder its competitive position; (4) identifying and evaluating the strategic alternatives that are feasible for a given situation; (5) matching skills with opportunities, and relating them to one or more strategic alternatives in determining strategy and setting objectives; and (6) developing detailed policies and plans, and implementing them. The study of strategic management, therefore, emphasizes the monitoring and evaluating the external opportunities and threats in light of a corporation's strengths and weaknesses.
Prerequisite: MBA 504, MBA 506, MBA 507, MBA 508, OR ECO 504, MGT 506, MGT 507, FIN 508.
Offered: every fall, spring, & summer.

ACC 715 Basic Taxation 3 Credits
Provisions of Internal revenue Code relating to the determination of income, exclusions, deductions and credits. Emphasis is on the individual and sole proprietors. The course includes learning basic tax research and communication skills.
Prerequisite: MBA 701 OR ACC 701.
Offered: every fall.

ACC 716 Advanced Taxation 3 Credits
Internal Revenue Code provisions relating to taxation of corporations, shareholders; partnerships, partners, estates, trusts and multistate taxation.
Prerequisite: MBA 715 OR ACC 715.
Offered: every spring.

ACC 721 Advanced Financial Reporting 3 Credits
Accounting for corporate mergers and acquisitions, state and local government, non-profit institutions and foreign exchange transactions.
Prerequisite: MBA 712 OR ACC 712.
Offered: every fall.
MBA Courses Taken in 5th Year

**MGT 502 Leadership in Organizational Behavior**  
3 Credits  
This course is designed to enrich students' understanding of behavior in organizations. Course study draws on the behavioral and social sciences to explore organizational phenomena in terms of individuals, groups and total organizational systems. The course stresses the role leadership plays in creating effective organizations, meeting employee needs, managing power relationships and revealing meaning in contemporary organizations.  
**Offered:** every fall, spring, & summer.

**FIN 508 Corporate Finance**  
3 Credits  
This course provides an introduction to the basic tools of financial management. Topics covered include the goal of financial management, analysis of financial statements, the concept of cash flow, financial planning, time value of money, capital budgeting, the principles of stock and bond valuation, the risk/return tradeoff and capital markets theory, capital structure, cost of capital, dividend policy, working capital management and international aspects of finance.  
**Prerequisite:** ECO 503 & ACC 505.  
**Offered:** every fall, spring, & summer.

**MKT 630 Marketing Strategy**  
3 Credits  
Through the use of case analysis and computer simulation games, students will develop skills in applying and evaluating strategic marketing decisions. This course builds on the MBA 506 Foundation of Marketing Strategy course in that students will be expected to have mastered material in that course and be able to apply it to a series of cases or simulations of a competitive market environment. Application of statistical and other computer-based analytical techniques also go beyond what is covered in the foundation course. Strategic decisions in the cases used will be taken from a combination of the following strategic decision areas of marketing, the choice of which areas depending on the expertise of the instructor delivering the course and the nature of the cases available: 1) Product and Service Decisions, 2) Pricing and Related Decisions, 3) Integrated Marketing Communications Decisions, and 4) Supply Chain Marketing Decisions. Organization and control factors essential to implementation of effective marketing strategy that would be used in this course include 1) Developing and implementing a marketing budget, 2) Sales forecasting approaches and techniques, 3) Financial Statement Analysis, 4) Compensation planning for sales and marketing personnel, and 5) Marketing controls and Marketing Information Systems.  
**Prerequisite:** MBA 506 and MBA 508 or MKT 506 and FIN 508.  
**Offered:** every fall, spring, & summer.

**MGT 641 Human Resource Management**  
3 Credits  
This course examines the critical functions and roles of human resource management (HRM) in complex organizations. Topics include the legal implications of HRM, job analysis and design, HR planning, recruitment and selection, training and development, performance management, compensation and benefits, and employee and labor relations. Most significantly, the course looks at managing people and the employment relationship from a strategic perspective.  
**Prerequisite:** MBA 502 or MGT 502 or MBA 825.  
**Offered:** every fall & spring.

**ACC 727 Advanced Audit**  
3 Credits  
This course embeds the advanced study of auditing in an experiential professional context through case analysis, simulations, and professional standards. Emphasis is placed on the development of competencies such as critical thinking, professional judgment, professional skepticism, oral and written communication, ethical reasoning, and leadership and team building. Broad exposure to the professional accounting/auditing literature assists students in reflecting on course technical content.  
**Offered:** every spring.

*Students are required to complete one MBA Finance Elective and two MBA electives. MBA electives should be 600 level courses for a list of MBA elective available course descriptions please visit courses page in the MBA program.*

**Accounting Information Systems (BS)**

**Introduction**  
Accounting Information Systems (BS)  
Chair: Ian J. Redpath, JD, LLM

The Accounting Information Systems program is part of the Richard J. Wehle School of Business (https://www.canisius.edu/academics/our-schools/richard-j-wehle-school-business/) and is accredited by the prestigious Association to Advance Collegiate Schools of Business (AACSB). As a Jesuit institution, you will also take a strong core of courses that emphasizes writing skills, logic and breadth of knowledge about the human experience. The Jesuit tradition of developing both intellect and character translates into accounting professionals who concern themselves with not only the financial health of an organization but also its professional integrity and its contribution to society as a whole.

The Accounting Information Systems (AIS) Program is designed for students to gain the knowledge and skills required to bridge the gap between accounting and technology. The AIS program emphasizes student’s developing in demand skills in the areas of data analytics, business process knowledge and information technology risk assessment. AIS is a unique program, started in 2002, as one of only 30 schools offering similar programs in the U.S. AIS majors are often dual majors with accounting who join the AIS program after starting at Canisius while some students major only in AIS. The AIS major skills are in demand in themarketplace. Some AIS graduates choose careers in technical positions such as an Information Systems Auditor for high paying jobs with public accounting firms and financial institutions. These positions typically pay higher starting salaries than the entry level accounting positions. Other graduates use their AIS knowledge to supplement their accounting skills to enhance their performance in their professional careers and improve the chances of landing their first professional position.
From its inception, the AIS program has strived to reinforce concepts with state of the art technology that expands the career opportunities of our graduates. More recently, in 2013, Canisius College joined the SAP University Alliance (http://scn.sap.com/community/uac/) which enables the college to use SAP software for instructional purposes. Students benefit from hands on use of SAP software throughout the AIS program. The SAP initiative was made possible through partnerships with local businesses. Additionally, as a member of the SAP University Alliances program, Canisius College offers the SAP Student Recognition Award certificate to students who satisfactorily complete a minimum of three AIS courses that include at least one-third SAP hands-on content.

Courses are taught by full-time faculty members who bring real-world knowledge to the classroom through their experiences as accounting and systems professionals. You will benefit from the department’s close ties with business leaders who often provide internship opportunities, permanent jobs, and valuable advice. Additional information is available at the Accounting Information Systems website (https://www.canisius.edu/academics/programs/accounting-information-systems/).

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student's major(s) and minor(s).

**Major Requirements**

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<th>Code</th>
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<th>Credits</th>
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<tr>
<td></td>
<td><strong>Business Core</strong></td>
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<tr>
<td></td>
<td>Required courses for all business majors (p. 270)</td>
<td>49-51</td>
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<tr>
<td></td>
<td><strong>Additional Major Requirements</strong></td>
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<tr>
<td>ACC 301</td>
<td>Intermediate Accounting I</td>
<td>3</td>
</tr>
<tr>
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<td>ACC 331</td>
<td>Data Analytics in Accounting</td>
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<td>ISB 340</td>
<td>Database Management Systems</td>
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<td>ACC 452</td>
<td>Enterprise Systems</td>
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<td>ENG 389</td>
<td>Business Communication</td>
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<td>LAW 371</td>
<td>Business and Commercial Law</td>
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<td>LAW 372</td>
<td>Business Organizations and Commercial Paper</td>
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<td><strong>Total Credits</strong></td>
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**Typical Schedule**

120 hours - BS in Business Administration (Major: Accounting Information Systems)

**Freshman**

<table>
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<th>Spring</th>
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<tbody>
<tr>
<td>ENG 111</td>
<td>ENG 112</td>
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<tr>
<td>Select one of the following:</td>
<td>PHI 101</td>
</tr>
<tr>
<td>MAT 105, MAT 109, MAT 111 or MAT 115</td>
<td>MAT 106 ( A&amp;S Elective if MAT 109, MAT 111 or MAT 115 was taken in fall.)</td>
</tr>
<tr>
<td>ECO 101</td>
<td>ECO 102</td>
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<tr>
<td>RST 101</td>
<td>Business International Requirement</td>
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**Sophomore**

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<th>Spring</th>
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<tbody>
<tr>
<td>MGT 101</td>
<td>MKT 201</td>
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<tr>
<td>ECO 255</td>
<td>ACC 212</td>
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<td>ACC 201</td>
<td>ECO 256</td>
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<tr>
<td>ISB 101</td>
<td>ACC 307</td>
</tr>
<tr>
<td>Field of Knowledge 4 - History</td>
<td>Field of Knowledge 3 - Arts</td>
</tr>
<tr>
<td>BUS 101</td>
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**Junior**

<table>
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<th>Spring</th>
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<tbody>
<tr>
<td>ACC 301</td>
<td>ACC 331</td>
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<tr>
<td>ACC 303</td>
<td>ENG 389</td>
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<tr>
<td>FIN 201</td>
<td>A&amp;S Elective</td>
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<td>Field of Knowledge 1 - Religion</td>
<td>Field of Knowledge 2 - Philosophy¹</td>
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<tr>
<td>Field of Knowledge 6 - Science</td>
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**Senior**

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<tbody>
<tr>
<td>ISB 340</td>
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<tr>
<td>Core Capstone</td>
<td>A&amp;S Elective</td>
</tr>
</tbody>
</table>

¹ Ethics Required

**ACC 211 Principles of Accounting I**

3 Credits
For Accounting Majors. Fundamental concepts and procedures of financial accounting with emphasis on asset and liability valuations and income determination.

**Offered:** fall & spring.

**ACC 212 Principles of Accounting II**

3 Credits
For Accounting Majors. Fundamental concepts and procedures of financial and managerial accounting with emphasis on asset funding, including debt and equity and cash flows. Accounting applications of present value concepts, introduction to budgeting and product costing. During the Spring semester the course has a mandatory 1 hour non-credit recitation section for preparation for the intermediate accounting series.

**Prerequisite:** minimum grade of C- in ACC 201.

**Offered:** spring & summer
ACC 301 Intermediate Accounting I  
3 Credits  
First of a two-course sequence. In-depth accounting concepts and theories pertaining to external financial reporting. Emphasis on theories surrounding asset valuations, liability and equity measurements, income determination and cash flows.  
Prerequisite: minimum grade of C- in both ACC 201 & ACC 212, junior standing, & overall GPA of 2.0.  
Offered: fall & spring.

ACC 303 Cost Accounting  
3 Credits  
Preparation and analysis of data utilized by management in planning and control decisions. Inventory valuation and reporting methods. Establishment and use of standards and budgets. The department offers ACC 303PD sections. These sections have a mandatory professional development lab attached to them. Their objective is to guide students as they develop the communication and leadership skills valued by the accounting profession. The course has a mandatory 3 hour non-credit recitation section.  
Prerequisite: ACC 212, junior standing, & an overall GPA of 2.0.  
Offered: fall & spring.

ACC 307 Accounting Information Systems  
3 Credits  
Development, organization, and implementation of accounting and management information systems. Emphasis on enterprise risk management, systems controls, processing cycles, and systems development life cycle.  
Prerequisite: ACC 201 & ISB 101.  
Offered: fall & spring.

ACC 331 Data Analytics in Accounting  
3 Credits  
Overview of electronic business transactions emphasizing concepts and foundations underlying data analytics for accounting. Course provides theoretical foundations of business intelligence, descriptive analytics, data visualization, and predictive analytics. Students apply data analytic concepts through the use of analytics software.  
Prerequisite: ACC 307 (may register concurrently).  
Offered: every spring.

ACC 426 Information Systems Auditing  
3 Credits  
Information system control design and auditing in the internet, electronic and paperless environment; management of security technology; operating and application system processing controls; prevention of unauthorized activity.  
Prerequisite: minimum grade of C- in each of ACC 307 & one of the following: ACC 331, ACC 452, or ACC 425.  
Offered: fall.

ACC 452 Enterprise Systems  
3 Credits  
Evaluating enterprise information, enterprise resource planning (ERP) system design and functionality, data integrity, use of financial and non-financial information for organizational decision-making, business process improvement and risk management.  
Prerequisite: minimum grade of C- in ACC 307.  
Offered: spring.

ISB 340 Database Management Systems  
3 Credits  
Design and application of database management systems. Topics include structured query language (SQL), data structures, querying and report writing, database design and administration, data mining and security.  
Prerequisite: ISB 101 or equivalent.  
Offered: every fall.

### Economics Programs

There are three different ways that students can pursue degree in Economics at Canisius. Students can earn a Bachelor of Arts degree in Economics by completing a set of required Economics courses. Students who wish to pursue careers in business should consider earning a Bachelor of Science degree in Economics which combines required Economics courses with a collection of courses called The Business Core Curriculum (p. 270). The Business Core Curriculum is designed to provide students with a broad understanding of other areas of business, preparing them to take leadership roles in the organizations they work for. Finally, students earning degrees in other disciplines can get exposure to the field of Economics by earning a Minor degree. You can explore the details associated with each of these degree options by clicking the tabs at the top of this page. For additional information about the Economics program, please visit the Economics Program webpage (https://www.canisius.edu/academics/programs/economics/).

### Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a major degree in Economics. All students must complete a minimum of 120 credit hours to graduate.

### Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

### Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

### Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

A dual major in Economics and Mathematics & Statistics (p. 207) is strongly recommended for the student who is interested in graduate school in either finance or economics. Up to two mathematics courses beyond MAT 111 may be used as economics electives.
Dual majors in Economics (BS) and Finance (p. 293) are required to take six electives in total. Two must be Economics electives and four must be Finance electives.

**Major Experiences**
The department encourages internship experiences as part of the major and accepts one internship on a pass/fail basis as an Economics elective. Many of our majors have participated in the All-College Honors program and have written honors theses on topics in Economics and Finance.

**Additional Course Considerations**
ECO 455 and additional Mathematics courses are strongly recommended for students wishing to obtain graduate degrees in Economics and Finance.

**Majors**
The Economics and Finance Department offers two majors.

- Economics Major (BA) (p. 288)
- Business Economics Major (BS) (p. 287)

**Economics Minor**
This minor is only available for non-majors (student majoring in subjects other than Economics or Finance).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>Intermediate Microeconomic Analysis (or ECO 206)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 255</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Economics Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three courses at the 200-, 300-, or 400-level</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>21</td>
</tr>
</tbody>
</table>

**ECO 101 Principles of Macroeconomics** 3 Credits
Explanation of market system through supply and demand analysis. Measurement of macroeconomic variables and development of economic models to analyze problems of unemployment, inflation and economic growth. Various fiscal and monetary policies will be discussed. Fulfills College Core: Field 5 (Social Sciences)

**ECO 102 Principles of Microeconomics** 3 Credits
Explanation of how the market system operates in the context of limited resources. Emphasis on the manner in which consumers and firms determine what to produce, how to produce and for whom to produce. Offered: every fall & spring.

**ECO 205 Intermediate Microeconomic Analysis** 3 Credits
Analysis of demand and supply under various market structures. Cost and production theory, factor pricing, and welfare economics. Prerequisite: ECO 101 & ECO 102. Offered: fall & spring.

**ECO 206 Intermediate Macroeconomic Analysis** 3 Credits
The determination of national income and product in the short run and long run. Unemployment, inflation, fiscal and monetary policy will be examined in the context of static and dynamic macroeconomic models. Prerequisite: ECO 101 & ECO 102. Offered: fall & spring.

**ECO 255 Business Statistics** 3 Credits
Fundamental concepts of probability and statistics with emphasis on business and economic applications. Organizing and describing data, probability theory, sampling, estimation and hypothesis testing. Offered: occasionally.

**ECO 256 Business Analytics** 3 Credits
Hypothesis testing, regression analysis, goodness of fit, contingency tables, analysis of variance, time series analysis and forecasting. Prerequisite: ECO 255. Offered: every fall & spring.

**ECO 310 Introduction to Geographic Information Systems** 3 Credits
An applied introduction to Geographic Information Systems (GIS), a mapping and spatial analysis tool that is widely used in education, government, and industry to solve spatial problems. This course combines lectures and hands-on exercises and provides students the opportunity to use ArcGIS software. Prerequisite: ECO 101 & ECO 102, or permission of the instructor. Offered occasionally.

**ECO 311 Metropolitan Economic Development and GIS** 3 Credits
Economic development is an essential component of local policy and governing, and a perceived driver of success and vitality for cities, metropolitan areas and regions. This applied course will introduce students to basic economic development theory and commonly used economic performance measures within a Geographic Information Systems (GIS) environment. Prerequisite: ECO 101 & ECO 102. Offered: fall.

**ECO 320 Environmental Economics** 3 Credits
How economic analysis can be applied to promote the efficient and equitable use of natural resources, such as land, air, soil, fauna and flora. Emphasis on how the principles of economic analysis can be applied to design policies that reduce or eliminate harmful environmental impacts such as pollution and environmental degradation and improve human welfare through natural resource management. Examines how best to strike a balance between economic activity and environmental quality. Prerequisite: ECO 101 & ECO 102. Offered: occasionally.

**ECO 321 Economic Impact Analysis** 3 Credits
Estimation of the impact of investment, public spending, and changes in taxation or regulatory policy on a regional economy. The impact of a new project on sales, income and employment will be projected. Case studies and hands-on experience using multiple software packages will be used to conduct analysis. Prerequisite: ECO 101, ECO 102 & ECO 255. Offered: spring.

**ECO 330 Money, Banking and the Economy** 3 Credits
The connection between financial markets, the economy and the Federal Reserve. Examination of the nature of financial markets, the determination of interest rates, bank management and regulation, money and monetary policy. Emphasis on the impact of monetary policy on the macro economy. This course also serves as a Finance elective. Prerequisite: ECO 101 & ECO 102. Offered: fall.

**ECO 401 Public Economics** 3 Credits
A microeconomic analysis of the role of the public sector in resource allocation. Topics include the theory of market failures, alternative corrective measures for market failures, efficiency/equity analysis of taxes and public expenditure programs. Prerequisite: ECO 101, ECO 102. Offered occasionally. Fulfills College Core: Justice
Business Core Curriculum

Many economics graduates find rewarding and challenging employment in government and industry positions where their specialized training is put to the test and found valuable. Other students choose to deepen their knowledge of economics by attending graduate school. Still others find professional studies in business, law and health sciences more rewarding because of their economics training. For further information about this program, please consult the Economics webpage (https://www.canisius.edu/academics/programs/economics/). We also offer a BA in Economics (p. 288).

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101 &amp; ECO 102</td>
<td>Fulfills College Core: Global Awareness</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ECO 206</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>3 Credits</td>
</tr>
<tr>
<td>ECO 205</td>
<td>Intermediate Microeconomic Analysis</td>
<td>3 Credits</td>
</tr>
<tr>
<td>Economics Electives (4 courses, see text below)</td>
<td></td>
<td>12 Credits</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>67-69 Credits</td>
</tr>
</tbody>
</table>

1 To satisfy the Business Core mathematics requirement, MAT 115 is recommended over options for Business Economics majors. However, students who are not well prepared in mathematics may wish to take MAT105 and MAT106 before moving on to more advanced math courses. Additional mathematics courses are recommended if the student is preparing for a graduate program in economics or finance. Students are strongly encouraged to consult with a department adviser if they have questions about the best way to satisfy the Business Core mathematics requirement.

Economics Electives

Students must take four 300- or 400-level Economics (ECO) or Finance (FIN) courses. Up to 2 of the following courses (with a minimum grade of C-in each) may be substituted for Economics elective credit:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4 Credits</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4 Credits</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4 Credits</td>
</tr>
</tbody>
</table>

Business Economics (BS)

Chair: Mark P. Zaporowski, PhD

Introduction

Economics BS Program – Business Economics

The objective of the Economics curriculum is to provide students with an understanding of the economic environment in which they will participate as professionals. The major in Economics requires a sequence of economics courses from which the student is expected to obtain an understanding of the economic environment and the ability to develop solutions to economic problems that exist in society. In addition, Business Economics majors in the Richard J. Wehle School of Business take a set of courses called the Business Core Curriculum (p. 270). The Business Core is designed to provide students with a breadth of important business skills and knowledge that will allow them to grow and become leaders in their organizations.
MAT 222  Differential Equations  3  
Accounting courses beyond ACC 202

Roadmap
Recommended Semester Schedule for Major Course Requirements

Freshman
Fall  |  Spring
--- | ---
ENG 111  |  ENG 112
ECO 101  |  ECO 102
Select one of the following: MAT 106 (or Free Elective if MAT 109, MAT 111 or MAT 115 is taken in the fall.)
MAT 105 or MAT 109, MAT 111, or MAT 115  |  PHI 101
RST 101  |  Business International Requirement II
Business International Requirement II  |  BUS 101

Sophomore
Fall  |  Spring
--- | ---
ACC 201  |  ACC 202
ECO 205  |  ECO 206
ECO 255  |  ECO 256
ISB 101  |  FIN 201
Field of Knowledge 4  |  MGT 101
Field of Knowledge 4  |  BUS 201

Junior
Fall  |  Spring
--- | ---
ECO Elective  |  ECO Elective
MKT 201  |  MGT 325
Field of Knowledge 1  |  MGT 370
Field of Knowledge 3  |  Field of Knowledge 2 (Ethics)
Field of Knowledge 6  |  A&S Elective

Senior
Fall  |  Spring
--- | ---
ECO Elective  |  ECO Elective
Core Capstone  |  MGT 446
A&S Elective  |  A&S Elective
Free Elective  |  A&S Elective
Free Elective  |  Free Elective

Learning Goals & Objectives

Student Learning Goal 1
ECONOMICS MAJORS WILL be able to critically assess economic arguments.
Students will be able to:
- Objective A: Analyze economic arguments using economic models.
- Objective B: Be able to apply statistical tools in the analysis of economic arguments.

Student Learning Goal 2
STUDENTS WILL be able to apply MACROECONOMIC theory in analysis of economic growth and the problems of unemployment and inflation.
Students will be able to:
- Objective A: Display an understanding of the determinants of macroeconomic equilibrium.
- Objective B: Analyze the impact of exogenous shocks and various fiscal and monetary policies on macroeconomic equilibrium.

Student Learning Goal 3
STUDENTS WILL be able to apply MICROECONOMIC theory to explain the behavior of consumers and firms in a market economy.
Students will be able to:
- Objective A: Display an understanding of the determinants of the consumer choice given the constraints of limited household income and market prices.
- Objective B: Display an understanding of firm behavior under alternative market structures.

Economics (BA)
Chair: Mark P. Zaporowski, PhD

Introduction
Economics BA Program
The Economics Department provides courses designed to help all Canisius students understand the national and global economy. The major in the College of Arts and Sciences provides preparation for entry-level and advanced positions in a variety of career choices through its broad based study of economic activity. Potential career choices include sales, marketing, production, finance and banking, and at various levels of government such as municipalities, local development authorities, the Federal Reserve, the Department of Labor and the Department of Commerce. All of these employers value the critical thinking and analysis skills fostered in an economics curriculum.

The Economics program has also proven to be an excellent preparation for graduate schools. Some students choose to continue the study of economics in PhD and master’s programs. Other students use the strong analytical foundations of their economics training to pursue advanced degrees in business, health, public administration or law. For a more detailed description of the program including policies, faculty, facilities, academic and co-curricular opportunities please view the Economics program webpage (https://www.canisius.edu/academics/programs/economics/). We also offer a BS in Business Economics (p. 287), and we encourage students to discuss these options with their advisor.

Major Experiences
The department encourages internship experiences as part of the major and accepts one internship on a pass/fail basis as an Economics elective. Many of our majors have participated in the All-College Honors program and have written honors theses on topics in Economics and Finance.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics Requirement 1</td>
<td>4-6</td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 105 &amp; MAT 106</td>
<td>Finite Mathematics and Calculus for the Non-Sciences</td>
<td></td>
</tr>
<tr>
<td>MAT 109</td>
<td>Calculus with Review I</td>
<td></td>
</tr>
<tr>
<td>MAT 115</td>
<td>Calculus for Business</td>
<td></td>
</tr>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td></td>
</tr>
</tbody>
</table>

Economics Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 205</td>
<td>Intermediate Microeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECO 206</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ECO 255</td>
<td>Business Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 256</td>
<td>Business Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

Economics Electives

Five courses at the 300 or 400 level 15

Total Credits 37-39

1 MAT 115 is recommended, although students who are not well prepared in mathematics may wish to take MAT 105 and MAT 106 before moving on to more advanced math courses. Additional mathematics courses are recommended if the student is preparing for a graduate program in economics or finance. Students should consult with a departmental adviser if they have questions about the most appropriate way to satisfy the mathematics requirement.

Major Electives

Up to 2 of the following courses (with a minimum grade of C- in each) may be substituted for ECO elective credit: MAT 112, MAT 211, MAT 219, MAT 222. All Finance courses serve as Economics electives. ECO 455 and additional Mathematics and Accounting courses are strongly recommended for graduate school and the business world.

Additional Course Considerations

Economics majors may also focus their coursework in Finance by using Economics electives to take the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 330</td>
<td>Money, Banking and the Economy</td>
<td>3</td>
</tr>
<tr>
<td>FIN 201</td>
<td>Introduction to Corporate Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 312</td>
<td>Investments</td>
<td>3</td>
</tr>
</tbody>
</table>

FIN 414 Portfolio Analysis 3

Any FIN elective at the 300 or 400 level

This specialization is appropriate for students who wish to make a career in banking or finance.

Roadmap

Recommended Semester Schedule for Major Course Requirements

Freshman

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS 101</td>
<td>ENG 101</td>
</tr>
<tr>
<td>ECO 101</td>
<td>ECO 102</td>
</tr>
</tbody>
</table>

Select one of the following math courses:

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 105, MAT 109, MAT 111 or MAT 115</td>
<td>PHI 101</td>
</tr>
</tbody>
</table>

RST 101 Free Elective

Free Elective

BUS 101

Sophomore

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 205</td>
<td>ECO 206</td>
</tr>
<tr>
<td>ECO 255</td>
<td>ECO 256</td>
</tr>
<tr>
<td>Field of Knowledge 4</td>
<td>ECO Elective</td>
</tr>
<tr>
<td>Field of Knowledge 2</td>
<td>ECO Elective</td>
</tr>
<tr>
<td>Field of Knowledge 3</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Field of Knowledge 1</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

Junior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO Elective</td>
<td>ECO Elective</td>
</tr>
<tr>
<td>Field of Knowledge 1</td>
<td>Field of Knowledge 2</td>
</tr>
<tr>
<td>Field of Knowledge 3</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Field of Knowledge 4</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

Senior

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO Elective</td>
<td>ECO Elective</td>
</tr>
<tr>
<td>Core Capstone</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Goal 1: Economics majors will be able to critically assess economic arguments.

Students will:

- Objective A: Be able to analyze economic arguments using economic models.
- Objective B: Be able to apply statistical tools in the analysis of economic arguments.
**Goal 2:** Economics majors will be able to apply macroeconomic theory in analysis of economic growth and the problems of unemployment and inflation.

**Students will:**
- Objective A: Display an understanding of the determinants of macroeconomic equilibrium.
- Objective B: Analyze the impact of exogenous shocks and various fiscal and monetary policies on macroeconomic equilibrium.

**Goal 3:** Economics majors will be able to apply microeconomic theory to explain behavior of consumers and firms in a market economy.

**Students will:**
- Objective A: Display an understanding of the determinants of consumer choice given the constraints of limited household income and market prices.
- Objective B: Display an understanding of firm behavior under alternative market structures.

---

**Entrepreneurship (BS)**

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

**Introduction**

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Entrepreneurship webpage (https://www.canisius.edu/academics/programs/entrepreneurship/).

The Entrepreneurship Major at Canisius College includes the study of subjects traditional business programs rarely cover, such as how to start new business and how to run a small growth company. The major offers an integrated curriculum which draws upon management, marketing and finance to provide students a broad background in business while developing entrepreneurial skills and insights. The entrepreneurship curriculum emphasizes creativity, innovation and interpersonal skills.

Students learn to identify and evaluate business opportunities, acquire capital and other resources, and start, develop, grow and sell a business concept. Entrepreneurship Majors are encouraged to develop a business concept and make it a reality. A key component of the curriculum is a year-long experience in which juniors and seniors develop business plans for a company, ideally one that they will eventually start and operate themselves. Real-world experience is part of the bedrock of a Canisius business education. In some courses, entrepreneurship majors act as consultants to small businesses. With faculty guidance, students work on projects for and advise practicing entrepreneurs. Students gain valuable insight by examining failure as well as success and often help their clients fix what is going wrong.

The Entrepreneurship Major is career-oriented with courses built upon a business core but tailored to the needs of entrepreneurs. Students discover their innate entrepreneurial potential and develop a set of tools and perspectives to capitalize on it.

The Canisius program prepares students to
1. acquire an existing business or franchise;
2. start up a new venture;
3. manage an existing family business for growth; and/or
4. engage in intrapreneurship — the development of new products or programs — or the evaluation and pursuit of potential mergers or acquisitions within a mature corporation.

**Career Opportunities**

Gaining experience on their own is natural for Entrepreneurship Majors. Some Canisius College students start and run a business while still pursuing their degrees. A car detailing firm, a landscaping service, a small business promotional agency and a retail store are current examples. Virtually all graduates of the Canisius College entrepreneurship program are involved in their own business ventures.

**Internships**

The Entrepreneurship Major at Canisius College strongly emphasizes hands-on experience in addition to a high-quality curriculum.

**Qualifications**

Students must maintain a 2.0 GPA in their major and a 2.0 overall GPA to graduate with a degree in Entrepreneurship. All students must complete a minimum of 120 credit hours to graduate.

**Advisement**

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

**Double Majors**

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

**Minors in Other Disciplines**

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.
Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Business Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required courses for all business majors (p. 270)</td>
<td>49-51</td>
</tr>
<tr>
<td></td>
<td><strong>Additional Requirements for Entrepreneurship Major</strong></td>
<td></td>
</tr>
<tr>
<td>ENT 110</td>
<td>Fundamentals of Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENT 410</td>
<td>Launching and Growing Entrepreneurship Ventures</td>
<td>3</td>
</tr>
<tr>
<td>MGT 364</td>
<td>Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td>MKT 320</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Major Electives</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students must complete three of the following electives, only two of which may be ENT courses.</td>
<td>9</td>
</tr>
<tr>
<td>ENT 311</td>
<td>Entrepreneurship and Family Business</td>
<td></td>
</tr>
<tr>
<td>ENT 312</td>
<td>International Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability</td>
<td></td>
</tr>
<tr>
<td>ENT 414</td>
<td>Franchising and Entrepreneurship</td>
<td></td>
</tr>
<tr>
<td>ENT 496</td>
<td>Internship in Entrepreneurship</td>
<td></td>
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<tr>
<td>ENT 499</td>
<td>Entrepreneurship Independent Study</td>
<td></td>
</tr>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>MGT 437</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>MGT 460</td>
<td>Ethical Power and Influence for Leaders</td>
<td></td>
</tr>
<tr>
<td>MGT 472</td>
<td>Comparative Management Systems (International)</td>
<td></td>
</tr>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
<td></td>
</tr>
<tr>
<td>MGT 433</td>
<td>Negotiation Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>MKT 350</td>
<td>Digital Marketing</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>70-72</td>
</tr>
</tbody>
</table>

Students in the Entrepreneurship major are expected to become members of the Canisius College Chapter of the Collegiate Entrepreneurs’ Organization (CEO) and/or member of the Canisius Innovation Lab (CIL).

Students majoring in both Entrepreneurship and Management must complete at least five, distinct courses not counted towards the Management major, including electives for the Management minor.

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>ENT 110</td>
</tr>
<tr>
<td>MAT 105, 111, or 115</td>
<td>MGT 101</td>
</tr>
<tr>
<td>RST 101</td>
<td>ECO 102</td>
</tr>
<tr>
<td>ECO 101</td>
<td>ENG 112</td>
</tr>
<tr>
<td>ISB 101</td>
<td>MAT 106 (or Arts &amp; Science Elective if MAT 109, MAT 111, or MAT 115 was taken in fall)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
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<tbody>
<tr>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>ACC 202</td>
</tr>
<tr>
<td>ECO 255</td>
<td>FIN 201</td>
</tr>
<tr>
<td>ISB 101</td>
<td>PHI 101</td>
</tr>
<tr>
<td>MGT 201</td>
<td>ECO 256</td>
</tr>
<tr>
<td>History (Field of Knowledge 4)</td>
<td>Business International Requirement</td>
</tr>
<tr>
<td>BUS 201</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th></th>
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<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ENT Elective</td>
<td>ENT Elective</td>
</tr>
<tr>
<td>MGT 320</td>
<td>MGT 325</td>
</tr>
<tr>
<td>Philosophy (Field of Knowledge 2 w/ Ethics Attributes)</td>
<td>MGT 364</td>
</tr>
<tr>
<td>Religious Studies (Field of Knowledge 1)</td>
<td>Arts (Field of Knowledge 3)</td>
</tr>
<tr>
<td>Science (Field of Knowledge 6)</td>
<td>Arts and Sciences Elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
</tr>
<tr>
<td>ENT 410</td>
<td>MGT 446</td>
</tr>
<tr>
<td>ENT Elective</td>
<td>Arts and Sciences Elective</td>
</tr>
<tr>
<td>MGT 370</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Core capstone</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Arts and Sciences Elective</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

Student Learning Goal 1

Entrepreneurship Majors will apply a working knowledge of the principles of entrepreneurship to analysis and problem solving. Students will:

- Objective A: Identify and apply the elements of entrepreneurship and to entrepreneurial processes;
- Objective B: Recognize the importance of entrepreneurship and identify the profile of entrepreneurs and their role in economic growth;
- Objective C: Use the entrepreneurial mind-set and behave responsibly and ethically in their roles as entrepreneurs.
### Student Learning Goal 2

**Entrepreneurship Majors will be able to create and start new ventures.**

Students will:
- **Objective A:** Creatively analyze the business environment, opportunity recognition, and the business idea-generation process;
- **Objective B:** Know how to acquire necessary resources and organizational matters of new venture creation process;
- **Objective C:** Write a business plan that creates and starts a new venture.

### Student Learning Goal 3

**Entrepreneurship Majors will know how to manage and grow new ventures.**

Students will:
- **Objective A:** Apply a strategy for growth and manage the implications of growth;
- **Objective B:** Use capital budgeting that includes cost of capital, leverage and dividend policy in a financial management context;
- **Objective C:** Know how to acquire resources for growth from external sources.

### Interdisciplinary Entrepreneurship Minor

Beginning in fall of 2017, the Department of Management will offer an Interdisciplinary Entrepreneurship Minor. This minor is designed for students who want to expand their educational opportunities, knowledge, and experiences in entrepreneurship (either for-profit and/or not-for-profit). Students enrolled in this minor will learn to develop an entrepreneurial mindset which includes the ability to recognize creative business opportunities. Students will also learn how to develop the business plans needed to pursue these opportunities and bring business ideas to life. The Interdisciplinary Entrepreneurship Minor promotes academic excellence, innovation and student success by providing excellent, diverse, and innovative learning experiences and opportunities.

Any student from business, arts and sciences, or education and human services may enroll in the Interdisciplinary Entrepreneurship Minor regardless of their chosen major. To enroll, students must complete the appropriate minor request form. For additional information or questions, please contact Dr. Ji-Hee Kim, Director of Entrepreneurship and Associate Professor of Management by email at kim15@canisius.edu or by calling at 716-888-2606.

Students enrolled in the Interdisciplinary Entrepreneurship Minor are expected to become members of the Canisius Chapter of the Collegiate Entrepreneurs’ Organization (CEO) and/or Canisius Innovation Lab (CIL).

### Curriculum

*Please note: we are currently revising the curriculum in this minor to provide students with more flexibility. Please contact Assistant Dean Laura McEwen for more information about the changes to the minor.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENT 101</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>ENT 110</td>
<td>Fundamentals of Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENT 201</td>
<td>Entrepreneurial Mind-Set and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>ENT 312</td>
<td>International Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>ENT 496</td>
<td>Internship in Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td>ANT 350</td>
<td>Business Anthropology</td>
<td>3</td>
</tr>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>DMA 201</td>
<td>Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>DMA 215</td>
<td>Digital Media Culture</td>
<td>3</td>
</tr>
<tr>
<td>MKT 201</td>
<td>Principles of Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MGT 353</td>
<td>History of American Capitalism</td>
<td>3</td>
</tr>
</tbody>
</table>

### Electives (3 courses)
Select 3 of the following electives. At least 2 of these electives must be offered by the Entrepreneurship program (ENT numbered courses).

**Students in any business major can not select MKT 201 or ACC 201 as electives for the minor.**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENT 311</td>
<td>Entrepreneurship and Family Business</td>
<td>3</td>
</tr>
<tr>
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<td>International Entrepreneurship</td>
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</tr>
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<td>MKT 201</td>
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<td>MGT 360</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
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<td>History of American Capitalism</td>
<td>3</td>
</tr>
</tbody>
</table>

### Courses

**ENT 101 Experiential Entrepreneurship: Creativity, Innovation, Opportunity, and Idea Generation** 3 Credits

Provides a broad introduction to entrepreneurship and prepares students for developing a mindset for thinking creatively, using innovation, recognizing opportunities and generating entrepreneurial ideas. Other topics include strategic and tactical planning and entrepreneurial activities of an actual business enterprise. Students will participate in the “Business Idea Elevator Pitch Competition.” Open to business and non-business majors including students from the College of Arts and Sciences and the School of Education and Human Services.

Fulfills College Core: Oral Communication

Offered: every spring.

**ENT 102 Student Startup Accelerator** 1 Credit

Student must already have a business idea. This course requires approval from the instructor, the program director, or department administrative associate.

**ENT 110 Fundamentals of Entrepreneurship** 3 Credits

Provides an insight into fundamentals of entrepreneurship with hands-on learning about the entrepreneurial mid-set and life, creativity, innovation, ideation, marketing, process of evaluating new venture opportunities, and pathways to entrepreneurial ventures. Open to business and non-business majors.

Offered: every spring.

**ENT 201 Entrepreneurial Mind-Set and Foundations** 3 Credits

Provides an understanding of the entrepreneurial process from both conceptual and applied perspectives. Topics include creativity, innovation, the characteristics of entrepreneurs, common issues encountered by entrepreneurs, entrepreneurial marketing, entrepreneurial finance, and organizational strategies for new business enterprises. Students will engage in entrepreneurial projects. Open to business and non-business majors.

Offered: every fall.
ENT 311 Entrepreneurship and Family Business 3 Credits
Provides students with an understanding of key concepts related to and challenges faced by family businesses. Students will learn about ways to foster healthy family businesses through the use of innovative tools and via hands-on learning. The course will explore how the dynamics of a family unit can both help and hinder the success of a business organization. Issues such as mentoring, succession planning and family creeds and councils, and the special problems of family businesses and other closely-held corporations will be explored. Attention will also be devoted to family business planning, effective governance approaches in family businesses, preparing heirs for entry into and management of family firms, and tax and compensation planning.
Prerequisite: ENT 110 or MGT 101, or by permission of the instructor.
Restriction: junior or senior standing.
Offered: every fall.

ENT 312 International Entrepreneurship 3 Credits
Explores international entrepreneurship -- its dimensions and importance -- and how it differs from other areas of international business. Students learn to identify and analyze information available for entrepreneurs seeking to move internationally and to address the important strategic issues in international entrepreneurship. May be used as ENT and/or IBUS elective.
Prerequisite: ENT 110 or MGT 101, or by permission of the instructor.
Restriction: junior or senior standing.
Offered: occasionally.

ENT 314 Social Entrepreneurship and Sustainability 3 Credits
This practitioner-oriented course focuses on innovative, values-driven organizations which have explicit civic missions or social purposes and which are most typically associated with the not-for-profit sector of the economy. The chief aims of the course are to help students understand and appreciate the role of the nonprofit sector in creating societal wealth in the economy, to engage participants in institutional efforts to create a good society through exposure to the work of these organizations, and to have students consider a variety of forms of involvement available to aspiring entrepreneurs in preparing for leadership roles in their communities.
Prerequisite: ENT 110 or MGT 101, or by permission of the instructor.
Restriction: junior or senior standing.
Offered: every spring.

ENT 401 Small Business Management and Entrepreneurship 3 Credits
Focuses on the most common problems encountered by owners, managers, and entrepreneurs in organizing and operating small enterprises. Topics include creativity, and innovation; entrepreneurial strategy; pursuing new venture opportunities; the new venture business plan; creative small business marketing; innovative small business management; financial management in the entrepreneurial firms; and legal requirements. Students will obtain entrepreneurial experience through working with entrepreneurs and small business enterprises.
Prerequisite: either ENT 201 or MGT 101, ACC 201, & MKT 201.
Entrepreneurship majors must complete ENT 201. Restriction: junior standing or higher.
Offered: every spring.

ENT 402 Building a Business: From Idea to Venture Creation 3 Credits
Capstone course required of all entrepreneurship majors at the end of the program. Students develop an original idea for a new venture and write a comprehensive business plan for that venture. An integration of the theory and practice of entrepreneurship. The course focuses on identifying opportunities for a new venture and the process of starting and growing a new business. The business plan will apply key principles and concepts to real world situations. Students must participate the New York State Business Plan Competition and other required activities to complete this course to get a final grade during the following spring semester. Please note that this class counts as an Entrepreneurship Major Capstone class, but does NOT count toward the Canisius Core Curriculum.
Prerequisite: ENT 401 or MGT 101, ACC 201 and MKT 201. Restriction: junior or senior standing.
Offered: every fall.

ENT 410 Launching and Growing Entrepreneurship Ventures 3 Credits
Identify and evaluate an idea, assess the market, business planning and analysis applied to launching and growing entrepreneurial ventures. Topics include the lean launch pad, business plan, starting a small business, competitive analysis, strategic and managerial analyses, understanding the process of raising capital and how to speak to investors, and professional presentation methods. The class also provides interactive with entrepreneurs and local entrepreneurship professionals.
Prerequisites: ENT 110 or the combination of MGT 101, MKT 201, and ACC 201.
Offered: every fall.

ENT 414 Franchising and Entrepreneurship 3 Credits
Analytical approach to understanding the basic forms of franchising, legal agreements and requirements in franchising businesses. Explores how to foster a new generation of independent business owners and reasons for buying a franchise.
Prerequisite: MGT 101. Restriction: junior standing.
Offered: occasionally.

ENT 496 Internship in Entrepreneurship 1-3 Credits
Non-routine job experiences that link specific entrepreneurship topics and academic concepts with practical experience. Requires supervision by faculty and student demonstration of academic value through papers and reports. Internships require an application and approval by the associate dean.
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.
Offered: fall, spring, & summer.

ENT 499 Entrepreneurship Independent Study 1-4 Credits
Limited availability and only available by application and approval by the associate dean.
Prerequisite: student must complete a WSB Independent Study Application and obtain permission of a faculty supervisor, department chair, & the associate dean.
Offered: occasionally.

Finance (BS)

Chair: Mark P. Zaporowski, PhD

Introduction
Finance BS Program
The analytical tools and problem-solving skills fostered in the Finance major will prove useful to any student who wishes to pursue a career in
security analysis, business valuation, corporate management, investments, banking, real estate, insurance or small business. The program provides a concentration designed to help the student prepare for exams for licenses as Chartered Financial Analysts (CFA), and Certified Financial Planners (CFP). A Finance concentration is also available through the Economics major. Interested students should contact the department chair. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to Finance webpage (https://www.canisius.edu/academics/programs/finance/).

Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall GPA to graduate with a degree in Finance. All students must complete a minimum of 120 credit hours to graduate.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Dual majors in Business Economics and Finance are required to take six electives in total. Two must be Economics electives and four must be Finance electives.

Note: A strong accounting background is desired by many corporations seeking job candidates with degrees in finance. For those who desire a career in corporate finance, ACC 303 is strongly recommended. FIN 455 is strongly recommended because many entry-level positions in finance require experience with financial modeling using personal computers.

Major Experiences

Golden Griffin Fund

The Golden Griffin Fund (GGF) is an investment-management course for both undergraduate seniors and MBA finance majors at Canisius. The fund grew from its initial $100,000 investment from the college’s endowment, and is now valued at more than $400,000. The student-run, real-money investment fund is invested in over 30 individual stocks and three equity Exchange Traded Funds. It is specifically designed to educate students about the inner workings of the capital markets, while providing them with real-world learning experiences in investment management and equity analysis. Students apply for the Golden Griffin Fund in their junior year and must have completed FIN 312, before their senior year. In addition to major required courses, students must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>FIN 412</td>
<td>Equity Analysis (fall of senior year)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 485</td>
<td>Golden Griffin Fund I (fall of senior year)</td>
<td>3</td>
</tr>
<tr>
<td>FIN 486</td>
<td>Golden Griffin Fund II (spring of senior year)</td>
<td>3</td>
</tr>
<tr>
<td>Pick 2 of the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECO 206</td>
<td>Intermediate Macroeconomic Analysis</td>
<td>3</td>
</tr>
<tr>
<td>FIN 423</td>
<td>Fixed Income Securities</td>
<td>3</td>
</tr>
<tr>
<td>FIN 455</td>
<td>Financial Modeling with Excel</td>
<td>3</td>
</tr>
<tr>
<td>FIN 480</td>
<td>Derivative Securities/Options</td>
<td>3</td>
</tr>
</tbody>
</table>

Internships

The department also encourages internship experiences as part of the major and accepts one internship on a pass/fail basis as a Finance elective. Many of our majors have participated in the All-College Honors program and have written honors theses on topics in Economics and Finance.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

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<tbody>
<tr>
<td>Business Core (required courses for all business majors) (p. 270)</td>
<td></td>
<td>49-51</td>
</tr>
<tr>
<td>ECO 330</td>
<td>Money, Banking and the Economy(^1)</td>
<td>3</td>
</tr>
<tr>
<td>or FIN 420</td>
<td>Financial Institutions and Markets</td>
<td>3</td>
</tr>
<tr>
<td>FIN 312</td>
<td>Investments</td>
<td>3</td>
</tr>
<tr>
<td>FIN 414</td>
<td>Portfolio Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>
Finance Electives
Four courses at the 300 or 400 level

Total Credits
70-72

1 Students may receive credit for ECO 330 or FIN 420, but not both.
2 For students majoring in Finance only, ECO 205, ECO 206, ECO 411, and ECO 455 count as FIN electives. For dual ECO & FIN majors, 4 of the 6 electives should be Finance courses.

Finance Electives
Students must take four 300- or 400-level Finance (FIN) or Economics (ECO) courses. Up to 2 of the following courses (with a minimum grade of C- in each) may be substituted for Finance elective credit:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
</tbody>
</table>

Accounting courses beyond ACC 212

Additional Course Considerations within the Major
- FIN 455 is strongly recommended for students wishing to pursue careers in banking, securities analysis or other financial services.
- Additional Mathematics courses are strongly recommended for students wishing to obtain graduate degrees in Economics and Finance.
- A strong accounting background is desired by many corporations seeking job candidates with degrees in finance. For those who desire a degree in corporate financial planning, ACC 303 is strongly recommended.

Recommended Semester Schedule for Major Course Requirements

Freshman
**Fall**
ECO 101
ENG 111
Select one of the following: MAT 106 or (A&S Elective if MAT 109, MAT 111 or MAT 115)

**Spring**
The chosen MAT course

Sophomore
**Fall**
ECO 255
ACC 201
MKT 201
Field of Knowledge 4
Field of Knowledge 3
Business International Requirement I
Business International Requirement II

**Spring**
FIN 312 (or FIN 414)
FIN 420 or ECO 330

Senior
**Fall**
MGT 325
Field of Knowledge 2 (Ethics)
Field of Knowledge 6
FIN Elective
FIN Elective

**Spring**
FIN Elective
MGT 446
MGT 370
Core Capstone
A&S Elective
Free Elective
Free Elective

Learning Goals & Objectives

Student Learning Goal 1
Graduates will demonstrate an understanding of the theory and practice of Corporate Finance including:
- Objective A: How financial management is accomplished including accompanying ethical issues.
- Objective B: How firms make asset investment decisions.
- Objective C: How firms finance their assets.

Student Learning Goal 2
Graduates will demonstrate an understanding of the theory and practice of Investments including:
- Objective A: The characteristics of the principal investment instruments available in the securities markets.
- Objective B: The factors that determine the value of investment instruments.
- Objective C: The concept of investment risk and how it can be managed.

Student Learning Goal 3
Graduates will demonstrate an understanding of financial markets and institutions including:
- Objective A: The factors which determine interest rates.
- Objective B: Monetary policy and role of the Federal Reserve.
- Objective C: The characteristics of various financial markets and how they are regulated.

Courses

FIN 100 Personal Finance 3 Credits
This course provides an introduction to the field of personal financial management. You will be introduced to the financial planning process and the following topics: budgeting, time value of money, investment products, risk and return, banking, insurance, credit and debt, income taxes, and retirement planning. This is not a credit bearing elective course for Finance or Economics majors.

FIN 201 Introduction to Corporate Finance 3 Credits
An introduction to financial analysis. Topics covered include: financial statements, tools of financial analysis, bond and equity valuation, financial management.
Prerequisite: ECO 101, ECO 102, & ECO 255 (may register concurrently).
Offered: fall & spring
FIN 311 Intermediate Corporate Finance 3 Credits
Examination of the procedures and objectives of capital budgeting, the financing of the firm by means of debt and equity, and short-term and long-term financial management.
Prerequisite: FIN 201.
Offered: occasionally.
FIN 312 Investments 3 Credits
Introduction to the institutional features of securities trading, portfolio construction, and the capital asset pricing model. Valuation of equities and bonds and an introduction to various derivative instruments.
Prerequisite: FIN 201 & ECO 256.
Offered: fall & spring
FIN 350 Introduction to Financial Planning 3 Credits
Survey of topics in wealth management and personal financial planning. Review development of the wealth management industry, including the evolution of the high-net-worth investor segment. Various approaches to asset management, benchmarks for evaluating portfolio performance, risk tolerance, and tax and estate planning issues will be explored.
Prerequisite: FIN 312.
Offered: fall
FIN 351 Estate Planning 3 Credits
A new course that presents various aspects of estate and gift tax planning. The valuation, transfer, administration and taxation of property will be covered along with strategies to efficiently transfer wealth. Other topics include property law, wills, trusts, income, gift, and death taxation. A course required for those interested in pursuing CFP certification.
Prerequisite: FIN 350.
Offered: fall.
FIN 352 Risk Management & Insurance 3 Credits
Prerequisite: ECO 255 & FIN 201.
Offered: once a year.
FIN 354 Retirement Planning 3 Credits
Provides an overview of retirement planning including retirement savings need analysis, qualified retirement plan design, Social Security, Medicare, and more. In addition, group life, health, and disability insurance; non-qualified deferred compensation; and other commonly provided employee benefits are examined.
Prerequisite: FIN 312.
Offered: every fall.
FIN 412 Equity Analysis 3 Credits
The analysis and interpretation of financial information and accounting statements in order to assess security risk and return, credit worthiness, financing needs, and the valuation of the firm.
Prerequisite: FIN 312. Concurrent registration with FIN 485.
Offered: fall
FIN 414 Portfolio Analysis 3 Credits
An introduction to modern portfolio theory and management. The strategies underlying portfolio construction and evaluation will be examined. The implications of market efficiency on portfolio management will also be considered. Finance Major Assessment will be performed in this class.
Prerequisite: FIN 312.
Offered: fall & spring
FIN 415 Fixed Income Securities 3 Credits
Analysis of derivative instruments such as options, futures, swaps, warrants, and convertibles. Emphasis on valuation and use of derivative instruments in hedging risk.
Prerequisite: FIN 312.
Offered: spring
FIN 420 Financial Institutions and Markets 3 Credits
This course examines various financial institutions and the markets in which they operate. The role of the Federal Reserve, commercial banks, thrift institutions, investment banks, insurance companies and pension funds will be examined. Models of interest rate determination including risk structure and term structure will be discussed.
Prerequisite: FIN 201.
Offered: every spring.
FIN 423 Fixed Income Securities 3 Credits
This course discusses the various types of fixed income securities and the markets in which they are traded. Emphasis is placed on contract evaluation, extracting term/risk structure information from pricing, evaluating investment opportunities and interest rate risk management.
Prerequisite: FIN 312.
FIN 425 Advanced Corporate Finance 3 Credits
This course provides a more in-depth treatment of corporate financial management. Topics from the introductory course (FIN 311) are developed in greater detail with emphasis on the underlying theories and more extensive applications to financial decision making.
Prerequisite: FIN 311. Offered occasionally
FIN 445 Financial Modeling with Excel 3 Credits
Programming in EXCEL via construction of custom functions and macros using Visual Basic. These techniques are applied to a variety of financial models.
Prerequisite: FIN 312.
Offered: Fall
FIN 456 Business Analytics Using R 3 Credits
This course introduces students to the open source software language R. Students will access publicly available financial data, process and analyze the data using R code. Analysis of financial ratios, investment portfolios, options, CAPM, Monte Carlo simulation, Value at Risk modeling and market microstructure will be explored.
Prerequisite: FIN 312 or permission of instructor.
Offered: occasionally
FIN 460 International Finance 3 Credits
Examination of the international monetary system, exchange rate determination, capital flows and various exchange rate regimes. Open economy macroeconomic policies will be discussed.
Prerequisite: ECO 101-102, FIN 201.
Offered: occasionally.
FIN 465 International Banking&Finance 3 Credits
Examination of international trade finance with a focus on how import/export trade transactions are handled by multinational banks in the global economy. Emphasis is also placed on foreign exchange rates and risk exposures facing large corporations involved in international trade. The course provides practical applications and issues faced by internationally active banking organizations.
Prerequisite: FIN 201.
Offered: fall
FIN 480 Derivative Securities/Options 3 Credits
Analysis of derivative instruments such as options, futures, swaps, warrants, and convertibles. Emphasis on valuation and use of derivative instruments in hedging risk.
Prerequisite: FIN 312.
Offered: spring
FIN 485 Golden Griffin Fund I 3 Credits
This is the first course in a two-semester sequence in which students become equity analysts and portfolio managers for a real money portfolio of common equity securities (the Golden Griffin Fund, “GGF”). Students screen companies in the fall semester and perform detailed financial statement and valuation analyses in the spring semester. Current macroeconomic and financial market developments are discussed weekly. Monthly written reports regarding current GGF portfolio positions are produced by the student managers beginning in the summer. Students taking FIN 485 are expected to continue into the spring semester in FIN 486. NOTE: GGF students are selected during an application process during the student’s junior year.
Prerequisite: FIN 312; concurrent registration with FIN 412
Offered: Fall

FIN 486 Golden Griffin Fund II 3 Credits
This is the second course in a two-semester sequence in which students become equity analysts and portfolio managers for a real money portfolio of common equity securities (the Golden Griffin Fund, “GGF”). Students screen companies in the fall semester and perform detailed financial statement and valuation analyses in the spring semester. Current macroeconomic and financial market developments are discussed weekly. Monthly written reports regarding current GGF portfolio positions are produced by the student managers beginning in the summer, process during the student’s junior year.
Prerequisite: FIN 485
Offered: Spring

FIN 496 Finance Internship 1-4 Credits
Internships require an application and approval by the associate dean.
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

FIN 499 Independent Research 3 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.
Prerequisite: student must complete a WSB Independent Study Application Form & obtain the approval of a faculty supervisor, department chair & the associate dean.

International Business (BS)

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction
The forces of globalization have had a dramatic impact on the business world. There have been so many global changes in the business world that people now often say that “doing business” is really doing “international business.” The sheer volume of business that is being addressed is massive in scale. As an example, over $1 billion worth of goods and services are traded each day between the United States and Canada! It is easy to see why companies today are in great need of people who know how to move money around the world, how to find new customers or where in the world to find the best suppliers. These are the skills that you will acquire by studying within the International Business major.

International Business Major
The International Business major at Canisius is unique in the Western New York area because it combines the study of international business topics with those in the realms of modern language studies and international experience. The goals of the program are to help students to understand: (1) what happens in business when an international border is crossed; (2) how business changes when a language other than English is being used; and (3) how to cross an international border when doing business.

For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the International Business Program webpage (https://www.canisius.edu/academics/programs/international-business/).

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall GPA to graduate with a degree in International Business. All students must complete a minimum of 120 credit hours to graduate.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional coursework may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).
Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 485</td>
<td>Golden Griffin Fund I</td>
<td>3</td>
</tr>
<tr>
<td>FIN 486</td>
<td>Golden Griffin Fund II</td>
<td>3</td>
</tr>
<tr>
<td>FIN 496</td>
<td>Finance Internship</td>
<td>1-4</td>
</tr>
<tr>
<td>FIN 499</td>
<td>Independent Research</td>
<td>3</td>
</tr>
</tbody>
</table>
provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Business Core</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required courses for all business majors</td>
<td>49-51</td>
</tr>
<tr>
<td></td>
<td>(p. 270)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Additional Major Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>IBUS 301</td>
<td>Fundamentals of International Business</td>
<td>3</td>
</tr>
<tr>
<td>MKT 375</td>
<td>International Marketing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 460</td>
<td>International Trade</td>
<td>3</td>
</tr>
<tr>
<td>or FIN 465</td>
<td>International Banking&amp;Finance</td>
<td></td>
</tr>
<tr>
<td>MGT 472</td>
<td>Comparative Management Systems</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Elective Requirements</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>International Business Electives (3 Courses)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Language Requirement: all students required</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>to complete a modern language sequence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>through the 217 level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td>76-78</td>
</tr>
</tbody>
</table>

**Major Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The courses below have been approved for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>use as International Business Electives.</td>
<td></td>
</tr>
<tr>
<td>MGT 380</td>
<td>International Business Seminar</td>
<td></td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>MGT 475</td>
<td>Doing Business in Latin America</td>
<td></td>
</tr>
<tr>
<td>MKT 478</td>
<td>Global Logistics</td>
<td></td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability</td>
<td></td>
</tr>
<tr>
<td>PSC 241</td>
<td>Human Rights and Globalization</td>
<td></td>
</tr>
<tr>
<td>PSC 250</td>
<td>Politics in Latin America</td>
<td></td>
</tr>
<tr>
<td>PSC 355</td>
<td>European Union</td>
<td></td>
</tr>
<tr>
<td>PSC 360</td>
<td>Political Economy of the Developing World</td>
<td></td>
</tr>
<tr>
<td>PSC 452</td>
<td>Politics of Identity in Europe</td>
<td></td>
</tr>
<tr>
<td>PSY 320</td>
<td>Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 385</td>
<td>International Migration</td>
<td></td>
</tr>
</tbody>
</table>

**Major Experiences**

Study Abroad Requirement: all students are required to complete a study abroad experience. This usually takes the form of a semester abroad during the second semester of the junior year. Alternative programs during the summer are also available. It is not necessary that the language a student has studied be the one spoken in the country in which the student studies abroad. Two of the courses taken during the study abroad experience will also count toward the International Business Requirement in the Business Core curriculum.

**Roadmap**

**Recommended Semester Schedule for Major Course Requirements**

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>EN 112</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 106 (or A&amp;S elective if MAT 109, MAT 111 or MAT 115 was taken in the fall.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAT 105 or MAT 109, MAT 111, or MAT 115</td>
<td>PHI 101</td>
<td></td>
</tr>
<tr>
<td>RST 101</td>
<td>ECO 102</td>
<td>Business International Requirement (a 216 Level Modern Language Course)</td>
</tr>
<tr>
<td>ECO 101</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 201</td>
<td>FIN 201</td>
</tr>
<tr>
<td>ACC 201</td>
<td>ACC 202</td>
</tr>
<tr>
<td>ECO 255 (Mathematics Field)</td>
<td>ECO 256</td>
</tr>
<tr>
<td>ISB 101</td>
<td>MGT 101</td>
</tr>
<tr>
<td>BUS 201</td>
<td></td>
</tr>
</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS 301</td>
<td>MGT 472</td>
</tr>
<tr>
<td>MGT 325</td>
<td>IBUS Elective</td>
</tr>
<tr>
<td>ECO 460</td>
<td>MGT 375</td>
</tr>
<tr>
<td>Field of Knowledge 6 - Science</td>
<td>Field of Knowledge 2 - Philosophy</td>
</tr>
<tr>
<td>Field of Knowledge 1 - Religion</td>
<td>A&amp;S Elective</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 370</td>
<td>MGT 446</td>
</tr>
<tr>
<td>IBUS Elective</td>
<td>IBUS Elective</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Core Capstone</td>
<td>A&amp;S Elective</td>
</tr>
<tr>
<td>A&amp;S Elective</td>
<td>A&amp;S Elective</td>
</tr>
</tbody>
</table>

**Learning Goals & Objectives**

**Student Learning Goal 1:** Students will analyze the international environments in which businesses operate.

Students will be able to:

- Objective A: Examine the elements of societal culture, especially ethics and social responsibility
- Objective B: Identify the critical aspects of the external environment that must be modified when expanding from a domestic to an international market
Student Learning Goal 2: Students will model the data from the international environments to support decision making.

Students will be able to:

- Objective A: Integrate the complex aspects of the international environment into a cohesive decision model.
- Objective B: Find, analyze, and apply international data

Student Learning Goal 3: Students will solve problems related to international competition.

Students will be able to:

- Objective A: Perform international marketing screening processes
- Objective B: Apply models for analyzing competitive positioning in order to develop international market opportunities

Courses

**IBUS 301 Fundamentals of International Business** 3 Credits
Study of the international dimensions of the basic functional areas of business. The course begins with a study of the comparative advantage of nations; progresses through the functional areas of accounting, finance, management and marketing; ending with the design of strategies for success in international markets.

**IBUS 496 International Business Internship** 3 Credits
Internships require an application and approval by the associate dean. 
Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

**IBUS 499 International Business Independent Study** 1-3 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean. 
Prerequisite: student must complete a WSB Independent Study Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

**Required Courses from Other Programs**

**MKT 375 International Marketing** 3 Credits
Issues involved in marketing products in global markets. The focus is on identifying opportunities in world markets and adapting strategies to fit specific national market needs. Formerly MKT 475. 
Prerequisite: MKT 201 or permission of instructor.
Fulfills College Core: Global Awareness
Offered: spring.

**ECO 460 International Trade** 3 Credits
Theory and practice of international trade, why countries trade, what explains the patterns of trade, and what are the effects of trade on a country's welfare and income distribution. Analysis of international trade policies and their implications. 
Prerequisite: ECO 101 & ECO 102. 
Fulfills College Core: Global Awareness

**MGT 472 Comparative Management Systems** 3 Credits
International business emphasizing differences in systems. Context and traditions in different countries and regions: social, political, governmental, business, labor, ethical, cultural analysis. Different management and business practices. Managing and doing business within and across many countries. 
Counts as a MGT elective. 
Prerequisite: MGT 101 or permission of instructor. 
Offered: spring.

**Management (BS)**

Chair: Robyn Brouer, PhD

**Introduction**

Every organization includes individuals whose job it is to coordinate and integrate the activities of employees, manage operations and lead the organization successfully into the future. These individuals are managers.

Management is the art and science of getting things done through people. Good management is necessary for the success of any company or organization. It focuses on accomplishing organizational objectives through the coordination of people and other resources, and involves such activities as planning, organizing, leading, controlling, motivating and general problem solving and decision making. Managers today face the task of leading their companies as they compete in a global marketplace by designing and managing processes that create goods and/or services and add value for customers. They do this in multiple ways. Effective managers empower the workforce to face the challenges of complex and changing environments. They also manage an organization’s operational and technological systems to satisfy customers. Such processes are critical in all firms from the smallest entrepreneurial company to the largest multinational corporation. Increasingly, managers and employees also focus on the impact organizational policies and practices on people and the planet.

The management major at Canisius prepares students to perform a variety of roles in business and not-for-profit organizations. The management major and management courses are designed to give students insight into human behavior, to develop students’ understanding of organizational issues and processes, and to teach students how to analyze information, make decisions and implement solutions.

**The Management Department**

The Management program is one of three majors offered by the Department of Management. The department also offers majors in Entrepreneurship and International Business and a variety of academic minors. With 8 full-time faculty, the department is one of the largest in the Richard J. Wehle School of Business. The department also offers a wide variety of co-curricular programs including student chapters of professional organizations, internships and research opportunities. For a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities please go to the Management Program webpage (https://www.canisius.edu/academics/programs/management/).

**Management Major**

The Management major provides students with a balanced education to prepare them for a variety of important organizational roles. The curriculum includes basic coursework in quantitative analytical methods, operations management, behavioral science and human resource management and strategic management.
Students may take additional specialized courses and electives to add depth in one of four management minors: Global Logistics and Supply Chain Management, Human Resource Management, International Management, or Operations Management. Alternatively, they can work with an advisor in the department to choose their electives to fit their individual interests or needs.

Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall GPA to graduate with a degree in management. All students must complete a minimum of 120 credit hours to graduate. Students must also maintain a 2.0 grade point average in courses credited toward completion of any minor administered by the Department of Management.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Management majors are encouraged to consider earning dual majors with degree programs in International Business (p. 297), Entrepreneurship (p. 290), or Marketing (p. 306) based on their career goals and aspirations. Students interested in earning a dual major should speak with a departmental advisor early in the college program.

Major Experiences

The management major is designed to give students a breadth of knowledge in a variety of business functions as well as a depth of understanding in operations management and organizational behavior and human resource management. Management electives can be used by students to pursue specific topics based on their interests or career aspirations.

Management majors are strongly encouraged to become actively involved in one of the Canisius College student chapters of professional organizations that are associated with the major: APICS — the Operations Management Society and SHRM — the Society for Human Resource Management. Students pursuing Management minors are expected to be involved in the student organization associated with their minor. The student organizations provide excellent opportunities for leadership development and professional networking through such activities as touring local organizations, attending professional meetings and seminars, and hosting local professionals at campus meetings. Participation in such organizations is an important part of preparation for a career.

Management majors are also strongly encouraged to complete internships (either for credit or not for credit).

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

The Management department offers a number of minor degree programs that are intended to provide attractive supplements to the Management major. Although these minor degrees were designed with Management majors in mind, they are available to any student that has taken the appropriate prerequisite courses. A list of these minors can be found earlier on this page and by clicking the Minors tab above.

Additional Information

Internships

Internships qualifying for three hours of academic credits are available to upper-division students majoring in management. These opportunities involve a work-and-study arrangement with both workplace and faculty supervision. Many are paid. Students completing internships for credit must meet certain departmental requirements. For further information, contact the department chair or your departmental advisor. Non-credit internships are also available and can be a very important part of a student’s development and career preparation.

Career Preparation

All management majors are expected to begin planning for their business careers as early as the freshman year. This planning process typically involves taking advantage of the career services offered by the Griff Center for Student Success located in Old Main 016. These services include assessment tools for identifying attractive careers, resources for researching and exploring different careers, instruction in how to utilize various online tools for conducting a job search, preparation of resumes, interview skills training and other professional development services. The Griff Center staff offers a variety of workshops and seminars as well as providing one-on-one counseling and training to assist students preparing for the world of work. Finally, the Griff Center is the primary point of contact for employers seeking to hire students for internships and full-time jobs. Therefore, it is in students’ best interest to work closely with the Griff Center throughout their college years to prepare for their future career.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they
provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business Core</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Required courses for all business majors</td>
<td>49-51</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional Major Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MGT 335 Management Science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 336 Production/Operations Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 360 Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 364 Human Resources Management</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Elective Requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management Electives (3 Courses)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total Credits</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Management Electives
Management majors are required to take three (3) courses that are approved as Management electives. Some courses offered by other programs may be used as management electives. Currently approved Management electives are listed below, although students are encouraged to consult their academic advisor or the advisement guide that is published each semester for any additional courses that may have been added.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Any MGT course that is not used to fulfill requirements for the Business Core or required courses for the Management Major (listed above)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ENT 311 Entrepreneurship and Family Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENT 314 Social Entrepreneurship and Sustainability</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENT 401 Small Business Management and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENT 402 Building a Business: From Idea to Venture Creation</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ENT 414 Franchising and Entrepreneurship</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IBUS 301 Fundamentals of International Business</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>MGT 478 Global Logistics</td>
<td>3</td>
</tr>
</tbody>
</table>

Roadmap

Recommended Semester Schedule for Management Major Course Requirements

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>ENG 112</td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>MAT 106 (or Free Elective if MAT 109, MAT 111 or MAT 115 taken in fall)</td>
</tr>
<tr>
<td>MAT 105 or MAT 109, MAT 111 or MAT PHI 101 115</td>
<td>ECO 102</td>
</tr>
<tr>
<td>RST 101</td>
<td>ECO 102</td>
</tr>
<tr>
<td>ECO 101 (Field of Knowledge 5 Social MGT 101 Science)</td>
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</tr>
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</table>

**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MKT 201</td>
<td>FIN 201</td>
</tr>
<tr>
<td>ACC 201</td>
<td>ACC 202</td>
</tr>
<tr>
<td>Field of Knowledge 4 History</td>
<td>Field of Knowledge 3 Arts</td>
</tr>
<tr>
<td>ECO 255 (Field of Knowledge Math)</td>
<td>ECO 256</td>
</tr>
<tr>
<td>Business International Requirement</td>
<td>Business International Requirement</td>
</tr>
<tr>
<td>BUS 201</td>
<td></td>
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</tbody>
</table>

**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>MGT 335</td>
<td>MGT Elective or MGT minor course</td>
</tr>
<tr>
<td>MGT 336</td>
<td>MGT 364 (Spring only)</td>
</tr>
<tr>
<td>MGT 360 (Fall only)</td>
<td>Arts and Sciences Elective</td>
</tr>
<tr>
<td>Field of Knowledge 6 Science</td>
<td>Field of Knowledge 1 Religion</td>
</tr>
<tr>
<td>Field of Knowledge 2 Philosophy (with ethics attribute)</td>
<td>Arts and Sciences Elective</td>
</tr>
</tbody>
</table>

**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 370</td>
<td>MGT 446</td>
</tr>
<tr>
<td>MGT Elective or MGT minor course</td>
<td>MGT Elective or MGT minor course</td>
</tr>
<tr>
<td>Free Elective</td>
<td>Free Elective</td>
</tr>
<tr>
<td>Arts and Sciences Elective</td>
<td>Arts and Sciences Elective</td>
</tr>
<tr>
<td>Core Capstone</td>
<td>Free Elective</td>
</tr>
</tbody>
</table>

Learning Goals & Objectives

**Student Learning Goal 1**
Management Majors will be able to solve problems in operations management.

Students will:
- Objective A: Analyze the transformations of inputs into outputs through value-added process;
- Objective B: Apply management science techniques and interpret results from such applications.

**Student Learning Goal 2**
Management Majors will be knowledgeable about leadership and organizations.

Students will:
- Objective A: Understand major theories of leadership;
- Objective B: Evaluate theories of motivation in the workplace;
- Objective C: Understand principles of organizational structure and design.

**Student Learning Goal 3**
Management majors will be knowledgeable about issues of fairness and equity in the workplace.

Students will:
- Objective A: Understand concepts and practices of justice in organizations;
- Objective B: Evaluate managerial practices pertaining to employment discrimination.
Minors

Management Minors
Management (and other business major) students may choose one of the minors below in their junior or senior year and notify the registrar and their department advisor of this decision. Alternatively, they can consult with an advisor in the department to select management electives that meet their individual interests or needs. Students who are not business majors may pursue one of the Management minors to complement their major in another field, but will need to make sure they have taken certain introductory business courses (see note below). Minors available within the Management major are:

- Global Logistics and Supply Chain Management (p. 304)
- Human Resource Management (p. 304)

Note: Non-business majors must take MGT 101 and ECO 255 (or its equivalent) or MAT 105 (or its equivalent) prior to beginning some of the minors.

Management Minor (for Non-Business Majors)

- Management Minor (for Non-Business Majors) (p. 305)

Courses

MGT 101 Introduction to Management
Overview of the managerial functions and processes, including planning, organizing, leading and controlling, addressed from behavioral, economic, historical, and other perspectives.
Offered: fall & spring.

MGT 325 Operations Analysis for Business
Production/operations management and management science. Decision areas include Operations strategy, process management, quality management, facilities layout, inventory management, aggregate planning and just-in-time systems. Problem-solving techniques include forecasting, linear programming and decision analysis. This is NOT a MGT elective.
Prerequisite: MAT 106 or equivalent (or permission of the instructor).
Offered: fall & spring.

MGT 334 Strategic Sourcing
This course builds upon the operations management principles discovered in Operations Management and extends them to strategic sourcing and its role in global supply chain management. Strategies, concepts, and terminology pertinent to the study of strategic sourcing will be discussed. Topics to be discussed include: purchasing process, purchasing policy and procedures, supply management integration, commodity strategy development, supplier evaluation and selection, supplier quality management, supply management development, worldwide sourcing, strategic cost management, tools and techniques, negotiation, contract management, law and ethics, trends, and performance measurement. Counts as a MGT elective.
Prerequisite: MGT 325 or MGT 336.
Offered: occasionally.

MGT 335 Management Science
Introduction to a variety of management science tools and applications including linear programming, forecasting, decision analysis and project management. Quantitative modeling of decision-making problems, with an emphasis on interpretation of results.
Prerequisite: ECO 255.
Offered: every fall.

MGT 336 Production/Operations Management
The objective of the course is to address how firms manage processes that create goods and/or services and add value for the customer. Decision areas include operations strategy, types of processes, product/service design, facilities layout, inventory management, aggregate planning, just-in-time systems and supply chain management.
Prerequisite: MGT 101.
Offered: every spring.

MGT 350 Strategic Sustainable Development
Sustainable development has moved from 'doing good' to 'good business'. Organizations are realizing that sustainable development can have a positive strategic impact on their performance and that a strong business case can be made for such initiatives. This course will examine current issues and trends in sustainable development and their impact on strategy. Counts as a MGT elective.
Offered: occasionally.

MGT 353 History of American Capitalism
This course explores the development of American capitalism and business system in the United States from Colonial America to the present. Major themes will include the development of the business firm, business-government relations, marketing and advertising, employment relations, and the financial system. Key figures in business and their contributions also will be explored. The study of history will help students gain a richer understanding of the complexities of the business system and help to prepare them for the future as business professionals.
Offered: occasionally.

MGT 360 Organizational Behavior
Organizational functioning at the individual, group, and system levels. Topics include social perception, communications, leadership and motivation, and organization design. Course includes experiential practice of related managerial skills.
Prerequisite: MGT 101 & sophomore standing.
Offered: fall.

MGT 364 Human Resources Management
Focuses on a firm's human-resources management activities. Topics include contemporary approaches to strategy, staffing, training & development, performance evaluation, compensation and labor and employee relations.
Prerequisite: MGT 101 & junior standing.
Offered: spring.

MGT 367 Employee and Labor Relations
Understanding power relationships in the world of work. Formal relationships between management and unions representing employees. Topics include labor history, negotiating, labor/management relations including adversarial as well as labor/management collaboration and managing grievances. Some emphasis on skill development. Counts as a MGT elective.
Prerequisite: MGT 360 & junior standing.
Offered: occasionally.

MGT 370 Managerial Environment
Managing interplay between business and society, including political, economic, social, legal, international, and ethical environments. Role of market, law, self in control of business, cases, and issues.
Prerequisite: MGT 101 & senior standing.
Offered: fall & spring.
MGT 380 International Business Seminar 3 Credits
This course offers short-term seminars in Europe or China, either in the winter between the fall and spring semesters or in the summer. Winter trips are typically two-and-one-half weeks and summer trips are typically three weeks. The seminars give exposure to the international business environment and to business practices outside of the U.S. There are readings, discussions, and a substantial paper required. Depending on the specific seminar the costs range from approximately $4500.00 to $7500.00 in addition to normal tuition for the 3 credit hour course. Counts as a MGT Elective.
Restriction: open to upper-level business majors and to others with instructor approval.
Offered: occasionally.

MGT 430 Sustainability and Supply Chains 3 Credits
Key approaches and issues relating to sustainable operations and supply chain management including analysis of the social and environmental impacts of supply chains, the triple bottom line (people-planet-profit), lean operations, closed-loop supply chains, design for the environment (DFE), remanufacturing, and reverse logistics. Counts as a MGT elective.
Prerequisite: MGT 101.
Offered: occasionally.

MGT 433 Negotiation Theory and Practice 3 Credits
Explores formal and informal ways that managers negotiate differences. The course considers negotiation with peers, supervisors, subordinates, suppliers, customers, outside agencies and others as a key managerial process and a component of effective leadership. It takes a broad view of negotiations, examining the links between effective negotiation processes and influence, communication and relationship-management. We will examine research and concepts developed in a number of academic fields, and look closely at personal skills and experiences. The course requires intense involvement in negotiation simulation exercises, and thoughtful application of theory and research. Counts as a MGT elective. Pre-requisite: MGT 101
Offered: occasionally.

MGT 436 Quality Management 3 Credits
This course will provide an overview and understanding of quality management systems and their application to business. This will include such topics as total quality management (TQM), ISO 9000, the Malcolm Baldridge Award and Six Sigma (6s). In addition, tools and techniques, and strategies used in quality management will be discussed. Counts as a MGT elective.
Prerequisite: MGT 325 or MGT 336.
Offered: occasionally.

MGT 437 Project Management 3 Credits
Introduction to the principles and techniques employed by project managers. Focus on entire project life cycle. Critical issues such as time, cost and performance parameters analyzed from organizational and resource management perspectives. Counts as a MGT elective.
Prerequisite: MGT 325 or MGT 335.
Offered: occasionally.

MGT 438 Entry Strategies in Emerging Markets 3 Credits
This course examines global corporate entrepreneurship and the process through which established companies identify, launch, and manage the entry of existing products into geographic markets where the companies do not currently compete. We will also look at ‘emerging giants’ -- entrepreneurial firms in emerging markets that have grown to become multinationals. The course examines the differences between emerging markets and mature markets, as well as differences among emerging markets. The objective is to understand how these issues affect business opportunities in different emerging markets and why these efforts often fail. Counts as a MGT elective.
Prerequisite: ECO 101, ECO 102, & MGT 101.
Offered: occasionally.

MGT 439 Special Topics in Operations Planning and Control 3 Credits
Series of topics designed to target the professional certification examination conducted by APICS (The Association for Supply Chain Management). Topics include: demand management, master planning, capacity management, production activity control, inventory management, purchasing and physical distribution, and theory of constraints. Pre-requisites: MGT325 or MGT336 or Permission of the Instructor
Offered: Occasionally

MGT 440 Global Supply Chain Management 3 Credits
This course examines procurement and outsourcing strategies, network configuration, inventory management, supply chain integration, strategic alliances, international issues, coordinated product and supply chain design, demand forecasting, ERP systems, quality and JIT issues and performance measurement in a global supply chain. Counts as a MGT elective.
Prerequisite: MGT 325 or MGT 336.
Offered: every fall.

MGT 446 Managerial Policy/Strategy 3 Credits
Business students’ capstone course. Integration of all business disciplines into discussion of goals, strategies, policies, planning, and evaluation. Cases provide decision-making experience.
Restriction: must be taken in last semester of senior year. Senior status offered: fall & spring.

MGT 460 Ethical Power and Influence for Leaders 3 Credits
Power and influence permeate our everyday lives and are important processes within organizations. Whether it be a company you founded, one you might be working with, or a company you work for, it is vital to understand how power and influence can be used to get things done even if there are barriers in your way. Technical expertise is important, but understanding how to achieve buy-in for your initiatives and goals is vital to your success. This course is about understanding power and influence and learning to use them effectively to achieve your goals. Through self-assessments, you will come to understand your own beliefs and tendencies regarding power and influence. Using this as a starting point, conceptual models are explored to give you real-world approaches in how to use ethical power and influence to become effective leaders. Counts as a MGT elective.
Prerequisite: MGT 101 or permission of instructor.
Offered: every spring beginning spring 2018.

MGT 472 Comparative Management Systems 3 Credits
International business emphasizing differences in systems. Context and traditions in different countries and regions: social, political, governmental, business, labor, ethical, cultural analysis. Different management and business practices. Managing and doing business within and across many countries. Counts as a MGT elective.
Prerequisite: MGT 101 or permission of instructor.
Offered: spring.
MGT 475 Doing Business in Latin America  
This course is designed to provide an introduction into the Latin American business environment and its impact on management practices. Latin America is a region of resource-rich, with rapidly developing economies with enormous potential for business. Some Latin American countries have experienced, and still are undergoing, drastic political and economic transformation. This course will help students understand the opportunities and business potential as well as risks and barriers of doing business in Latin American countries. This course uses cases that focus on managerial aspects relevant to investment, risk management, and Latin America cultural issues.

Offered: occasionally.

MGT 486 Doing Business in the EU  
This course is designed to prepare students to do business in the EU. Students examine the forces leading to the development and the implementation of the unique economic and political unit called the European Union. Students use their understanding of the history and the current issues impacting the continuing development of the European Union to develop strategies for doing business in the European Union.

Offered: occasionally.

MGT 492 Internship in Global Supply Chain Management  
All for-credit internships require non-routine job experience that links academic concepts with practical experience. Involve supervision by faculty and student demonstration of academic value through papers and reports. Enrollment subject to meeting minimum GPA requirement.

Prerequisite: student must complete a WSB Internship Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

Offered: fall & spring.

MGT 493 Internship in Human Resource Management  
All for-credit internships require non-routine job experience that links academic concepts with practical experience. Involve supervision by faculty and student demonstration of academic value through papers and reports. Enrollment subject to meeting minimum GPA requirement.

Prerequisite: student must complete a WSB Internship Application and obtain the approval of a faculty supervisor, department chair, & associate dean.

Offered: fall & spring.

MGT 496 Management Internship  
All for-credit internships require non-routine job experience that links academic concepts with practical experience. Involve supervision by faculty and student demonstration of academic value through papers and reports. Enrollment subject to meeting minimum GPA requirement.

Prerequisite: student must complete a WSB Internship Application and obtain the approval of a faculty supervisor, department chair, & associate dean.

Offered: fall & spring.

MGT 499 Management Independent Study  
Counts as an MGT elective. Independent studies require an application and approval by the associate dean.

Prerequisite: student must complete a WSB Independent Study Application Form and obtain the approval of a faculty supervisor, department chair, & the associate dean.

Offered: fall & spring.

Global Logistics and Supply Chain Management (GLSCM) Minor

Effective Global Logistics and Supply Chain Management requires the integrated management of the set of value-added activities from product development through material procurement from vendors and manufacturing and distribution of the good to the final customer. Global Logistics is one of the sectors designated by the State of New York as critical to the economic development of Western New York.

Students majoring in Management and pursuing a minor in Global Logistics and Supply Chain Management must complete a minimum of 3 courses (9 credit hours) which are distinct and not counted towards the management major. This includes electives for the management major.

MGT 325 or MGT 336 are prerequisites for many of the elective courses and should be completed by the end of the junior year.

Students majoring in Management and pursuing a minor in Global Logistics and Supply Chain Management must complete a minimum of 3 courses (9 credit hours) which are distinct and not counted towards the management major. This includes electives for the management major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 101</td>
<td>Introduction to Management</td>
<td>3</td>
</tr>
<tr>
<td>ECO 255</td>
<td>Business Statistics (or MAT 105)</td>
<td>3</td>
</tr>
<tr>
<td>MGT 325</td>
<td>Production/Operations Management (Management Majors)</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 325</td>
<td>Operations Analysis for Business</td>
<td></td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
<td>3</td>
</tr>
<tr>
<td>or MKT 478</td>
<td>Global Logistics</td>
<td></td>
</tr>
</tbody>
</table>

Minor Elective Courses

Select two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 307</td>
<td>Accounting Information Systems</td>
</tr>
<tr>
<td>ACC 452</td>
<td>Enterprise Systems</td>
</tr>
<tr>
<td>MGT 334</td>
<td>Strategic Sourcing</td>
</tr>
<tr>
<td>MGT 430</td>
<td>Sustainability and Supply Chains</td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
</tr>
<tr>
<td>or MKT 478</td>
<td>Global Logistics</td>
</tr>
<tr>
<td>MGT 475</td>
<td>Doing Business in Latin America (or some other “Doing Business in...” course offered by the business school.)</td>
</tr>
<tr>
<td>MGT 492</td>
<td>Internship in Global Supply Chain Management</td>
</tr>
</tbody>
</table>

Total Credits: 21

1. Management majors complete MGT 336; non-management majors complete MGT 325.

2. Students completing both MGT 440 and MKT 478 may count one of those courses as an elective.

Students in the GLSCM minor are expected to become members of the Canisius Chapter of APICS — The Association of Operations Management.

Human Resource Management Minor

Organizations and employees both benefit when Human Resource Management (HRM) functions are carried out professionally. There is a need for individuals who know how to match what people can bring to the organization with organizational requirements, incentives, and culture.
Human Resource Management professionals work with employees to help them develop their potential. They also are responsible for monitoring and adjusting workplace policies and practices to make sure they are fair and transparent.

Students in the Human Resource Management minor are expected to become members of the Canisius Chapter of the Society for Human Resource Management (SHRM) and/or student members of the Buffalo Chapter of the Labor Employment Relations Association (LERA).

Students majoring in Management and pursuing a minor in Human Resources must complete a minimum of 3 courses (9 credit hours) which are distinct and not counted towards the management major. This includes electives for the management major.

Curriculum

Students majoring in Management and pursuing a minor in Human Resource Management must complete a minimum of 3 courses (9 credit hours) which are distinct and not counted towards the management major. This includes electives for the management major.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior (Fall) 1</td>
<td>3</td>
</tr>
<tr>
<td>MGT 364</td>
<td>Human Resources Management (Spring) 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Minor Elective Courses

Select three of the following (one from each academic discipline- COM, MGT, PSY):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COM 206</td>
<td>Introduction to Research Methods</td>
<td></td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication (Fall)</td>
<td></td>
</tr>
<tr>
<td>COM 318</td>
<td>Organizational Communication (Fall)</td>
<td></td>
</tr>
<tr>
<td>MGT 353</td>
<td>History of American Capitalism</td>
<td></td>
</tr>
<tr>
<td>MGT 367</td>
<td>Employee and Labor Relations (not offered every academic year)</td>
<td></td>
</tr>
<tr>
<td>MGT 433</td>
<td>Negotiation Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>MGT 460</td>
<td>Ethical Power and Influence for Leaders</td>
<td></td>
</tr>
<tr>
<td>MGT 493</td>
<td>Internship in Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>PSY 201</td>
<td>Basic Statistics for Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>PSY 302</td>
<td>Personality Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 320</td>
<td>Cultural Psychology</td>
<td></td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation (Spring)</td>
<td></td>
</tr>
<tr>
<td>PSY 395</td>
<td>Assessment in the Behavioral Sciences (Fall)</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15

1 Note, for non-business majors, the course prerequisite, MGT 101, can be waived. Please email the faculty member teaching the course for the waiver. Alternatively, many non-business majors add a minor in Management along with the HR minor. Management majors must complete a minimum of three courses (9 hours) for the HR minor that are distinct from and not counted toward the management major, including electives for the management major.

Management Minor (for Non-Business Majors)

The Business Management minor provides a basic understanding of what it takes to organize and manage complex organizations in the for-profit and not-for-profit sectors. The coursework focuses on achieving results through effective management and leadership. Students have an opportunity to work with instructors who have professional backgrounds in business and to experience a project team environment.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 101</td>
<td>Introduction to Management</td>
<td></td>
</tr>
<tr>
<td>MGT 325</td>
<td>Operations Analysis for Business (Students must have MAT 106, Calculus or equivalent.)</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 255</td>
<td>Business Statistics (or the equivalent)</td>
<td></td>
</tr>
<tr>
<td>or MAT 105</td>
<td>Finite Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

MGT 370 | Managerial Environment             | 3       |

Select one of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior (Fall)</td>
<td></td>
</tr>
<tr>
<td>MGT 364</td>
<td>Human Resources Management (Spring)</td>
<td></td>
</tr>
</tbody>
</table>

Electives

Select two of the following (or other business courses approved by the chair of the Management Department):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT 201</td>
<td>Entrepreneurial Mind-Set and Foundations</td>
<td></td>
</tr>
<tr>
<td>ENT 314</td>
<td>Social Entrepreneurship and Sustainability (Justice attribute)</td>
<td></td>
</tr>
<tr>
<td>IBUS 301</td>
<td>Fundamentals of International Business</td>
<td></td>
</tr>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior (whichever not taken for the above required 5 courses)</td>
<td></td>
</tr>
<tr>
<td>or MGT 364</td>
<td>Human Resources Management</td>
<td></td>
</tr>
<tr>
<td>MGT 367</td>
<td>Employee and Labor Relations</td>
<td></td>
</tr>
<tr>
<td>MGT 380</td>
<td>International Business Seminar</td>
<td></td>
</tr>
<tr>
<td>MGT 430</td>
<td>Sustainability and Supply Chains</td>
<td></td>
</tr>
<tr>
<td>MGT 436</td>
<td>Quality Management</td>
<td></td>
</tr>
<tr>
<td>MGT 437</td>
<td>Project Management</td>
<td></td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>MGT 460</td>
<td>Ethical Power and Influence for Leaders</td>
<td></td>
</tr>
<tr>
<td>MGT 472</td>
<td>Comparative Management Systems</td>
<td></td>
</tr>
<tr>
<td>MGT 475</td>
<td>Doing Business in Latin America</td>
<td></td>
</tr>
<tr>
<td>MGT 496</td>
<td>Management Internship</td>
<td></td>
</tr>
<tr>
<td>MKT 201</td>
<td>Principles of Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 21

Though it is not required, students may want to choose their electives in the Management minor thematically. For example:

Process perspective on management:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 436</td>
<td>Quality Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 437</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>MGT 440</td>
<td>Global Supply Chain Management</td>
<td>3</td>
</tr>
</tbody>
</table>

People perspective on management:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGT 360</td>
<td>Organizational Behavior</td>
<td>3</td>
</tr>
<tr>
<td>or MGT 364</td>
<td>Human Resources Management</td>
<td></td>
</tr>
</tbody>
</table>
have one. Meetings with academic advisors are required prior to students department directly to have an advisor assigned if they do not already. All students should have an advisor in the major and should contact the

Advisement

Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall GPA to graduate with a degree in Marketing. All students must complete a minimum of 120 credit hours to graduate.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Fashion Institute of Technology

This program combines professional fashion-related education with marketing courses to provide a concentration for students interested in a career in the fashion industry. Students accepted into the program typically spend their senior year in New York City at the Fashion Institute of Technology completing practical coursework in fashion marketing and merchandising leading to an Associates Degree. Students in the program satisfy their Bachelor of Science degree in Marketing using a modified curriculum and therefore should consult with the program director early in their college career (freshman or first semester sophomore year). For further information, contact Dr. Gregory Wood, the F.I.T. program director.

Major Experiences

All students are strongly encouraged to become involved in the Canisius College American Marketing Association (CCAMA) beginning in their freshman year. This organization offers important extra-curricular programs designed to connect students with the business community and help them develop a greater understanding of how marketing concepts are applied in the business world. Participation in this organization is an essential part of your preparation for professional life. Connect with CCAMA on Facebook (https://www.facebook.com/CanisiusAMA/).

Career Preparation

All marketing majors are expected to begin planning for their business careers as early as the freshman year. This planning process typically involves taking advantage of the career services offered by the Griff Center for Student Success located in Old Main 016. These services include assessment tools for identifying attractive careers, resources for researching and exploring different careers, instruction in how to utilize various online tools for conducting a job search, preparation of resumes, interview skills training and other professional development services. The Griff Center staff offers a variety of workshops and seminars as well as providing one-on-one counseling and training to assist students preparing for the world of work. Finally, the Griff Center is the primary point of contact for employers seeking to hire students for internships and full-time jobs. Therefore, it is in students’ best interest to work closely with the Griff Center throughout their college years to prepare for their future career.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.
Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

The department offers minors in Information Systems (http://catalog.canisius.edu/undergraduate/weible-school-business/marketing/information-systems-minor/) and Computer Forensics (p. 149). More detailed information about these programs can be found by clicking the Minors tab at the top of this page.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Core</td>
<td>Required courses for all business majors (p. 270)</td>
<td>49-51</td>
</tr>
</tbody>
</table>

Marketing Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 201</td>
<td>Consumer Behavior</td>
<td>3</td>
</tr>
<tr>
<td>MKT 331</td>
<td>Fundamentals of Marketing Research</td>
<td>3</td>
</tr>
<tr>
<td>MKT 350</td>
<td>Digital Marketing</td>
<td>3</td>
</tr>
<tr>
<td>MKT 401</td>
<td>Cases in Marketing Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Elective Requirements

| Marketing Electives (3 Courses) | 9 |

Total Credits

70-72

1  To fulfill this requirement, students may take three additional marketing (MKT) courses or at least two MKT course and one of the following courses: COM 211, COM 311, COM 312, ECO 311, ENT 410, ENT 414, ISB 340, or MGT 440.

Additional Information about the Marketing Curriculum

Cases in Marketing Management (MKT 401) is the capstone course in marketing and requires senior standing. It is also presumed that students will have completed all other required marketing courses prior to taking MKT 401. This course is not a substitute for the Core Capstone course that is a requirement of the College Core Curriculum.

Marketing Major Electives

The curriculum for marketing majors is designed to give students a breadth of knowledge in a variety of business functions as well as a depth of understanding in traditional marketing areas. Marketing electives can be used by students to pursue specific topics based on their interests or career aspirations. Marketing majors are required to take two (2) elective courses (6 credit hours) in marketing or a related discipline.

Additional Course Considerations

Internships qualifying for three hours of academic credit are available to upper-division students majoring in marketing. These involve a work-and-study situation with faculty supervision. Many are paid. Students desiring internships for credit must meet certain departmental requirements. For further information, contact the department chair.

Roadmap

Recommended Semester Schedule for Marketing Major

<table>
<thead>
<tr>
<th>Freshman</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>ENG 111</td>
<td>ENG 112</td>
<td></td>
</tr>
<tr>
<td>Select one of the following:</td>
<td>MAT 106 (or A&amp;S elective if MAT 109, MAT 111 or MAT 115 was taken in the fall.)</td>
<td></td>
</tr>
<tr>
<td>MAT 105 or MAT 109, MAT 111 or MAT 115</td>
<td>PHI 101</td>
<td></td>
</tr>
<tr>
<td>RST 101</td>
<td>ECO 102</td>
<td></td>
</tr>
<tr>
<td>ECO 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISB 101</td>
<td></td>
<td></td>
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<tr>
<td>BUS 101</td>
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</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>MKT 201¹</td>
<td>FIN 201</td>
<td></td>
</tr>
<tr>
<td>ACC 201</td>
<td>ACC 202</td>
<td></td>
</tr>
<tr>
<td>History Field 4</td>
<td>Arts Field 3</td>
<td></td>
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<tr>
<td>ECO 255</td>
<td>ECO 256</td>
<td></td>
</tr>
<tr>
<td>Business International Requirement</td>
<td>Business International Requirement</td>
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<tr>
<td></td>
<td>BUS 201</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Junior</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>MKT 320²</td>
<td>MKT 331³</td>
<td></td>
</tr>
<tr>
<td>MGT 325</td>
<td>MKT 375³</td>
<td></td>
</tr>
<tr>
<td>Religious Studies Field 1</td>
<td>MGT 370</td>
<td></td>
</tr>
<tr>
<td>Science Field 6</td>
<td>Philosophy Field 2 (Ethics required)</td>
<td></td>
</tr>
<tr>
<td>MKT 350²</td>
<td>A &amp; S Elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>MKT 401⁴</td>
<td>MGT 446</td>
<td></td>
</tr>
<tr>
<td>MKT Elective</td>
<td>MKT Elective</td>
<td></td>
</tr>
<tr>
<td>A &amp; S Elective</td>
<td>A &amp; S Elective</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Student Learning Goal 1
Marketing Majors will demonstrate knowledge of the principles of marketing.
Students will:
- Objective A: Identify the elements of the marketing mix and demonstrate knowledge about how they provide value to the end user;
- Objective B: Identify the elements of the promotional mix and demonstrate knowledge of their role in marketing;
- Objective C: Identify the stages of the product lifecycle and demonstrate knowledge of how marketing activities change as products move across the different stages.

Student Learning Goal 2
Marketing Majors will demonstrate an understanding of quantitative marketing techniques.
Students will:
- Objective A: Demonstrate skill in performing pricing calculations;
- Objective B: Analyze marketing research data and communicate its results;
- Objective C: Demonstrate skill in deriving marketing insights from analyses of data and facts.

Student Learning Goal 3
Students demonstrate an understanding of domestic buyer behavior.
Students will:
- Objective A: Demonstrate knowledge of learning processes buyers go through in purchase decisions;
- Objective B: Students will demonstrate they know how to apply knowledge about differences between buyers on culture, perceptions, preferences and behaviors for domestic marketing decisions.

Student Learning Goal 4
Students demonstrate an understanding of international marketing.
Students will:
- Objective A: Demonstrate knowledge of the behaviors and influences on behavior for foreign buyers;
- Objective B: Demonstrate knowledge about the different market environments found in foreign countries;
- Objective C: Demonstrate understanding regarding how to adapt domestic marketing programs to the global market.

Student Learning Goal 5
Students demonstrate the ability to solve and communicate solutions to applied marketing problems.
Students will:
- Objective A: Demonstrate the ability to create solutions to marketing situations that require multi-disciplinary integration;
- Objective B: Demonstrate an ability to critically evaluate marketing programs and their performance.

Minors
The decision to pursue one or more minors is based on personal interests, career goals, or planned graduate studies. Minors generally range from six to eight required courses. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional course work may be required. Students must complete the appropriate minor request form.
- The Inter-Disciplinary Minor in Computer Forensics (p. 149) (co-administered with the Criminal Justice Program)

Courses

MKT 201 Principles of Marketing 3 Credits
Introduction to the concepts, issues and opportunities associated with marketing management. Marketing strategy, buyer behavior, new product development, product management, price, promotion and channel decisions within context of overall environment and the cornerstones of this course.
Offered: every fall & spring.

MKT 320 Consumer Behavior 3 Credits
Application of concepts drawn from the behavioral sciences (i.e., anthropology, sociology and psychology) to provide insight into consumer decision-making and buyer behavior.
Prerequisite: MKT 201 or permission of instructor.
Offered: every fall.

MKT 331 Fundamentals of Marketing Research 3 Credits
Analyzes various techniques for obtaining marketing intelligence for top-level decision-making. Emphasizes marketing research methodologies and evaluation of data from primary and secondary sources.
Prerequisite: MKT 201, ISB 101, ECO 255, & ECO 256.
Offered: every spring.

A & S Elective
Core Capstone
Free Elective
Free Elective
MKT 350 Digital Marketing 3 Credits
This course aims to provide students with insight on how modern industry is adopting new emerging media and technologies as marketing tools. Many innovative and evolutionary technologies/media will be introduced, such as blogs, mobile media, in game advertising, virtual reality, hologram, touchscreen, social media, information kiosk in retail setting, including evolved formats of traditional media (e.g., 3-D TV, HD radio, and digital outdoor media). Formerly MKT 450.
Prerequisite: MKT 201.

MKT 370 Social Media Marketing 3 Credits
Exact topics to be covered depend on recent advances and applications in digital marketing and social media.
Prerequisite: MKT 201.
Offered: occasionally in fall.

MKT 371 SpecTop in DM:Mkt Data Analyti 3 Credits
Use of software tools such as Excel, Power BI, Tableau, to analyze marketing data and make informed decisions.
Prerequisite: MKT 201.
Offered: occasionally in fall.

MKT 375 International Marketing 3 Credits
Issues involved in marketing products in global markets. The focus is on identifying opportunities in world markets and adapting strategies to fit specific national market needs. Formerly MKT 475.
Prerequisite: MKT 201 or permission of instructor.
Fulfills College Core: Global Awareness
Offered: spring.

MKT 397 Search Marketing: SEO & PPC 3 Credits
Search Engine Marketing (SEM) has become one of the most important marketing strategies for business organizations. SEM involves a variety of techniques designed to increase a company’s visibility on popular search engines like Google, Yahoo and Bing. The course will cover Search Engine Optimization (SEO) strategies involving website development and web analytics as well as Pay-Per-Click (PPC) strategies using advertising programs like Google AdWords. As companies increasingly compete to drive customers to their websites, the skills covered in the course are becoming essential for modern marketing professionals and web designers.
Prerequisite: MKT 201.
Offered: occasionally in spring.

MKT 401 Cases in Marketing Management 3 Credits
Case analysis is used to apply advanced practices and policies concerning product, price, promotion and supply chain marketing to marketing decision making.
Prerequisite: FIN 201, ACC 201, ACC 202, MGT 325 (or either MGT 335 or MGT 336), MKT 201, & MGT 320.
Offered: every fall.

MKT 405 Service Marketing 3 Credits
Excelling in service management, from delivery to recovery, is the foundation for success in many industries today. The focus of this course is on the knowledge needed to develop and maintain strong customer relationships that improve customer satisfaction and retention. Customer satisfaction and retention are drivers of success for industries such as financial services, professional services, transportation, healthcare and hospitality industries.
Prerequisite: MKT 201.
Offered: occasionally.

MKT 446 Global Marketing Strategy 3 Credits
Marketing in the global environment.
Offered: every spring.

MKT 478 Global Logistics 3 Credits
This course is an introduction to global logistics and the transportation aspects of the distribution of goods. The advantages and disadvantages of the different modes of transportation and their impact on business decisions are explored in detail. Counts as a Marketing elective.
Prerequisite: MKT 201 & either MGT 325 or MGT 336.
Offered: Occasionally

MKT 496 Marketing Internship 1-6 Credits
All for-credit internships require non-routine job experience that links academic concepts with practical experience. Involve supervision by faculty and student demonstration of academic value through papers and reports.
Prerequisite: student must complete a WSB Internship Application and obtain the approval of a faculty supervisor, department chair, & associate dean.

MKT 497 Fashion Industry Studies I 15 Credits
This course is for students in the Fashion Institute of Technology Program and attending F.I.T. during the fall semester.
Prerequisite: approval of chair or FIT coordinator.

MKT 498 FIT Internship II 15 Credits
This course is for students in the Fashion Institute of Technology Program and attending F.I.T. during the spring semester.
Prerequisite: approval of chair or FIT coordinator.

MKT 499 Marketing Independent Study/Research 3 Credits
Study and work with a faculty supervisor. Project to be determined by faculty agreement. Independent studies require an application and approval by the associate dean.
Prerequisite: student must complete a WSB Independent Study Application and obtain permission of a faculty supervisor, department chair, & the associate dean.

School of Education and Human Services

Nancy Wallace, Ph.D., Interim Dean; Lorrei DiCamillo, Ed.D., Interim Associate Dean; Nancy Farrell, Ed.D., Associate Dean; Virginia Carver, Administrative & Data Assistant.

Mission Statement
The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school/community partners, alumni, and the community, seek to prepare highly effective, socially committed professionals who value the Jesuit traditions demonstrated through their own cura personalis, work towards social justice, and leadership through service. The mission of the unit is to prepare professionals who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism and leadership in their field.

Academic Programs
All teacher preparation programs in the School of Education and Human Services are accredited by the Council for the Accreditation of Educator Preparation (CAEP). Specific accredited programs include Athletic Training by the Commission on Accreditation of Athletic Training Education (CAATE), and Counseling and Human Services by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). All programs are registered and approved by the New York State Education Department.
The School of Education and Human Services offers curricula leading to undergraduate degrees in a number of areas.

The Teacher Education Department offers undergraduate degree/certification programs in childhood for a dual certification program in childhood education (1-6)/students with disabilities or childhood education (1-6)/teaching English to speakers of other languages (TESOL)(K-12). Each of these programs require candidates to select an academic concentration in one of seven disciplines: English, mathematics, science, social studies, music, Spanish, or social justice. Candidates enrolled in childhood education programs may elect to take two additional courses in middle childhood education and apply for an extension to teach in grades 7 through 9 for all concentrations except social justice, and science. Candidates enrolled in childhood education programs may also elect to take two additional courses in early childhood education to apply directly to the State for certification to teach birth through grade 2.

Undergraduate degree programs in adolescence education lead to teacher certification (grades 7 through 12) in one of seven academic disciplines: biology, chemistry, physics, English, mathematics, social studies, and Spanish. Candidates enrolled in adolescence education programs may elect to take two additional courses in physical education and apply for an extension to teach in grades 5 and 6.

The Department of Kinesiology offers undergraduate majors in health and wellness, sports and exercise health care, and sport management. Initial teacher certification programs are available in physical education, and a dual certification program in physical and health education. A Professional and Technical Studies undergraduate degree is also offered through the department.

The School of Education and Human Services offers a variety of master’s degrees in the departments of Counseling and Human Services (clinical mental health and school counseling), Graduate Education and Leadership (differentiated instruction, educational administration and leadership, educational technologies and emerging media, higher education and student affairs administration, literacy, and TESOL), Kinesiology (physical education, sport administration, sport product development, applied nutrition, community and school health, health and human performance, respiratory care), and Teacher Education (adolescence education, childhood education (1-6)/special education (1-6), childhood education (1-6)/TESOL (K-12), special education-advanced). These programs are described in the Graduate Catalog.

TEACHER EDUCATION CONCEPTUAL FRAMEWORK

Canisius’ teacher education programs focus on knowledge, service, leadership and professionalism, the foundational tenets of our conceptual framework. Academic programs offer candidates the content, pedagogical and professional knowledge, skills and dispositions necessary for quality performance in their field of study. Candidates will demonstrate the ability to reflect on their instructional practice, apply knowledge, exhibit skills and develop dispositions essential for success in P-12 schools. In coursework and in practice, candidates will display a clear understanding of the historical, philosophical, sociological, legal and psychological bases of education and educational policy. Candidates must be committed to the education of the whole person and to the belief that all individuals can learn. Within the contexts of their work, candidates promote authentic learning, social and emotional development and a commitment to service and social justice in environments that foster respect for diversity and the dignity of all. Candidates are encouraged to participate in the urban community in which the college is located and, through a variety of field experiences and service-learning opportunities, to interact with an ethnically, racially, culturally, linguistically, religiously and intellectually diverse population. Collaborative projects allow candidates to learn from others, develop a professional orientation and assume positions of responsibility and leadership. Candidates develop the ability to reflect thoughtfully on their experience in order to guide professional development and to improve practice and are encouraged to join professional organizations and actively participate in professional conferences.

Central to our conceptual framework is a symbol of infinity, representing four interrelated and evolving characteristics: Knowledge, Service, Professionalism, and Leadership. These elements are situated within the overarching Ignatian vision and Jesuit educational principles. These values include:

- Cura personalis, concern for individuals, and desire to educate the whole person;
- Magis, or seeking the greater good, striving for excellence and desire to have our candidates reach one’s full potential;
- Sharing one’s gifts in the service for and with others in the pursuit of social justice;
- Contemplation in action, that is being a reflective learner & educator striving for ethical decision-making and mindful creative solutions to today’s issues in Education.

To this end, with a vision of P-16 partnership, we strive to engage our students in their chosen field of study. As stated by Rev. Peter-Hans Kolvenbach, S.J., Superior General of the Society of Jesus (2000), “Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively” (p. 8).

PERFORMANCE OUTCOMES

Performance outcomes aligned with knowledge, service and professionalism, and leadership are:

1. Knowledge
   The acquisition, creation and dissemination of knowledge is a continuing, transformational process.
   Knowledge Outcomes
   The competent professional:
   • Applies theory and research in practice.
   • Applies effective teacher/counselor/administrator principles.
   • Demonstrates appropriate dispositions, emphasizing student responsibility for behavior and achievement.

2. Service
   Each individual has gifts and talents that should be developed to the highest level.
   Service Outcomes
   The competent professional:
   • Is committed to diversity, equity and social justice.
   • Has a sense of purpose and power, and in all endeavors works for the benefit of all learners in their respective human service professions.
   • Demonstrates appropriate dispositions:
     • Enthusiasm toward content/subject areas
     • Appreciation of social/cognitive/emotional development for all learners
     • Appreciation of human diversity
     • Values development of students’ critical thinking
• Engages in comprehensive and collaborative planning that meets curricular goals
• Commitment to utilizing assessment information to inform decisions

3. Professionalism/Leadership
Each individual has an obligation to improve the world in which they live as advocates for social justice and through a dedication to education as a vehicle for positive social change.

Professionalism Outcomes
The competent professional is:
• An effective communicator.
• A reflective practitioner.
• A lifelong learner.
• Demonstrates appropriate dispositions:
  • Values and utilizes effective communication techniques in professional settings
  • Is committed to, and actively seeks out, opportunities to grow professionally
  • Is committed to advocating for the well-being of children and families

4. Leadership
Each individual applies knowledge, skills, and dispositions in such a way that they positively impact the performance and outcomes of those they teach or serve.

A competent professional:
• Is skilled at using outcome data to assess the effectiveness of their own professional practice.
• Seeks to improve their practice with the goal being to positively impact students/clients.

Dispositions
Dispositions are professional attitudes, values, and beliefs demonstrated through behaviors as candidates interact with peers, students/clients, families, colleagues, and communities. In addition to the fundamental beliefs in fairness and justice, the Canisius College SEHS will foster the following dispositions in its candidates:

• Enthusiastic — Demonstrates initiative and commitment towards the educational pursuit
• Just — Appreciates value for human diversity and the ideal of fairness
• Caring — Demonstrates an attitude of empathy, tolerance and acceptance of others
• Ethical — Models behavior embodied in the mission of the School and college, and shows integrity in professional practice
• Responsible — Demonstrates personal and professional accountability for themselves and the profession

The SEHS candidate will embody the SEHS dispositions with maturing expertise. With emphasis on the movement from theory to practice, our programs teach candidates to embrace leadership roles that influence classrooms, schools, districts, and communities.

The development and exhibition of dispositions appropriate to teaching all children is a requirement of all Canisius teacher preparation programs. Candidates who demonstrate an unwillingness or inability to act in a mature, respectful and professional manner will be referred to the departmental Candidate Concern Committee for remediation. Outcomes of the remediation plan can include but are not limited to: probationary status for student teaching, prohibited from participation in field experiences, including student teaching, and/or repeating a field experience, including student teaching.

SEHS Learning Goals
SEHS students will embody the characteristics of a Canisius College graduate. Our candidates will meet the college, state, and national standards and demonstrate proficiencies articulated by their discipline.

• Learning Goal 1: Candidates will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.
• Learning Goal 2: Candidates will demonstrate professional skills and dispositions necessary for successful performance in their field.
• Learning Goal 3: Candidates will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
• Learning Goal 4: Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.
• Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Admission, Assessment and Continued Progress for Education Programs
Although coursework for all teacher certification programs normally begins in the freshman year, continued registration as a major is contingent upon several assessments. Performance is evaluated at four transition points, providing candidates with ongoing and integrated feedback on their progress. The four major transition points are:

1. Entrance into the program
2. Prior to clinical practice
3. After clinical practice
4. Program completion

Transition to each successive level requires successful performance on all measures described at the transition point. Performance measures include outcomes based on InTASC (Interstate Teacher Assessment and Support Consortium) principles, New York State teaching standards, the standards of specialized professional associations, and faculty expectations of knowledge, service, leadership and professionalism. The faculty review the progress of each candidate and, if deficits are noted, a plan is developed to address and remediate shortcomings. Candidates who consistently do not meet program expectations may be counseled out of or dismissed from the program.

Assessment at Transition Point 1 — Program Entrance:
• Acceptance to the college: Standardized test score; high school GPA
Educator Preparation

Mission Statement

The faculty of the School of Education and Human Services (SEHS), in concert with our candidates, school partners, alumni, and the community, seek to prepare highly effective, professional, and socially committed educators and counselors who value the Jesuit traditions demonstrated through their own cura personalis, work towards social justice, and leadership through service. The mission of the unit is to prepare educators who possess content, pedagogical, and professional knowledge; use their gifts in the service of others; and demonstrate professionalism and leadership in their field.

Canisius College offers undergraduate majors that lead to initial teacher certification in the areas described in the majors tab above.

Major

A minor in education can provide students with skills that will be useful when teaching in a variety of settings, including informal education. This minor is available to students in any non-education major. This minor does not lead to teacher certification.

Students must complete 6 courses for the minor (18 credit hours).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>HSV 212</td>
<td>Social and Cultural Diversity</td>
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<tr>
<td>HSV 301</td>
<td>Social Policies</td>
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<tr>
<td>Human Development (Choose 1)</td>
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<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
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<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
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<tr>
<td>General Skills for Teaching (Choose 2)</td>
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<tr>
<td>ECCH 221</td>
<td>Emergent Literacy</td>
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<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
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<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
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<td>EDU 123</td>
<td>Technology in Education 1</td>
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<tr>
<td>&amp; EDS 223</td>
<td>and Technology in Education 2</td>
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<td>&amp; EDS 323</td>
<td>and Technology in Education 3</td>
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<td>SPE 341</td>
<td>Inclusive Strategies</td>
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<tr>
<td>Minor Electives (Choose 2)</td>
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<tr>
<td>ABEC 335</td>
<td>Conservation Education</td>
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<tr>
<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
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Certification

To obtain initial teacher certification, candidates must complete the requirements (ie. SAVE, DASA, Child Abuse) and pass the examinations required by the New York State Education Department. The most up to date testing requirements are available on the NYSTCE website (http://www.nystce.nesinc.com/).

For the professional certificate, candidates will need additional professional development, three years teaching experience, and the completion of an appropriate master’s degree within five years. Contact the New York State Education Department (http://www.nysed.gov) for additional information.

As required by the New York State Education Department, the pass rates for Canisius College on the New York State Teacher Certification Examinations can be found on the the S (https://www.canisius.edu/academics/our-schools/school-education-human-services/educator-preparation-outcomes/EHS outcomes page (https://www.canisius.edu/academics/our-schools/school-education-human-services/educator-preparation-outcomes/).
One course from foundations, human development, or general skills for teaching listed above that was not used to fulfill that area’s requirement.

Total Credits 18

1. Additional courses may be appropriate and will be approved on a case-by-case basis.

Courses

Early Childhood/Childhood (ECCH) (p. 313), Elementary Education (EDE) (p. 313), Secondary Education (EDS) (p. 313), Teacher Education (EDU) (p. 314), Early Childhood Ed (EDY) (p. 316), Health & Phys. Education (HED) (p. 316), Physical Education (PED) (p. 317), Special Education (SPE) (p. 318), Teaching English to Speakers of Other Languages (TESL) (p. 319)

Early Childhood/Childhood (ECCH)

ECCH 221 Emergent Literacy 3 Credits
Examines theories of language development and implications for practice. Strategies are presented to facilitate emergent and developing literacy skills in young children and to develop fluent readers and writers throughout the elementary years. Includes twenty pages of polished prose including a literature review, literature project and lesson plans. (This class may be used to apply to NYSED or BOCES for early childhood certification.)
Offered: every spring.

ECCH 222 Literacy and the Arts in the Elementary Classroom 3 Credits
Examines effective methods for assessing children’s literacy skills and for developing targeted instruction that reinforces, remediates and/or enriches literacy learning. Issues related to the literacy learning of all children, including children with disabilities and children from linguistically and culturally diverse backgrounds are examined. Research-based early intervention programs will be examined. Includes 30 hours of field experience in grades PreK-6.
Offered: every fall.

ECCH 412 Managing the Early Childhood and Elementary Classroom 3 Credits
Develops understanding of how to build classroom communities and organize the classroom for student success. Discusses the importance of a proactive approach to prevent behavior problems and investigates a variety of classroom management strategies. Strategies for collaborating with diverse families and other professionals will be explored, including strategies for co-teaching.
Offered: occasionally.

Elementary Education (EDE)

EDE 100 Human Growth and Development - Birth through Childhood 3 Credits
Introduces multiple dimensions of development including influence of family, culture and society. Examines physical, cognitive, emotional and behavioral theories and emphasizes education’s role in promoting wellness.
Fulfills College Core: Field 5 (Social Sciences)
Offered: every fall & spring.

EDE 390 Cognition and Learning - Birth through Childhood 3 Credits
Investigates theories of learning and current brain research. Integrates emotion and motivation and the neurological basis for learning. Analyzes formal and informal procedures for reporting student progress.
Offered: every fall.

Secondary Education (EDS)

EDS 101 Human Growth and Social Development: Adolescence 3 Credits
Introduces human developmental processes and variations in the middle and high school years including physical, cognitive, social, and emotional perspectives. Effects of behavioral and cognitive processes, motivation, and diversity on student performance will be emphasized.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall.

EDS 223 Foundations of Adolescent Literacy 3 Credits
Focuses on three strands of literacy teaching for adolescent students: strategies for developing reading and writing skills in all secondary content areas, methods for reading and writing in inquiry projects, and pedagogical practices for integrating critical literacy in all secondary classrooms.
Fulfills College Core: Advanced Writing-Intensive
Offered: fall.

EDS 224 Adolescent Literacy in a New Literacies World 3 Credits
This course addresses the multiple literacies that adolescents use to make meaning in the world. The focus is on the integration, implementation and assessment of New Literacies in the content areas. Requires 20 hours of field placement.
Offered: spring only.

EDS 360 Evaluation and Teaching Strategies 3 Credits
Addresses instructional planning, curriculum development, formal and informal assessment methods and reflecting on one’s own teaching practice. Highlights instruction modifications and various resources to enhance teaching. Requires 30 hours of field placement.

EDS 370 Young Adolescent Literature 3 Credits
Prepares teacher candidates to teach young adult literature to adolescents, grades 7-12. Candidates will consider what, why and how literature is currently taught and learned in middle and high school classrooms. National and state standards, curriculum and assessment, literature of diverse cultures, as well as contemporary theory and research in English Language Arts will be focal points.
Offered: occasionally.

EDS 390 Cognition, Learning and Assessment of Adolescence 3 Credits
Focuses primarily upon seminal learning theories in order to examine the dynamic nature of knowledge and how changing epistemological positions can affect teaching and learning. Addresses learning processes and the roles that language, motivation, intelligence, creativity and other social processes play in student performance. Emphasis upon instructional design, pedagogical decision making and assessment procedures and instruments.
Offered: every fall.

EDS 402 Methods of Teaching English: Adolescence 3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of English Language Arts for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching literature, writing, grammar and language development, as well as technology integration. Effective lesson planning and unit planning are emphasized.
Prerequisite: EDS 360.
Offered: spring only.
EDS 403 Methods of Teaching Mathematics: Adolescence  3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of Mathematics for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching, including technology applications. Effective lesson construction and unit planning are emphasized.
Offered: spring only.

EDS 404 Methods of Teaching Modern Languages: Adolescence  3 Credits
Combines theory and practice to encourage sound, research-based pedagogical strategies for the teaching of foreign languages for middle and high school students. Focuses on available teaching materials and multiple approaches to teaching the grammar, literature, and culture of French, German, and Spanish-speaking countries, as well as technology integration. Effective lesson planning and unit planning are emphasized.
Prerequisite: EDS 360.
Offered: spring only.

EDS 405 Methods of Teaching Science: Adolescence  3 Credits
This course focuses on developing a rich intellectual life through study, reflection and practice. Students will have discussions on Philosophy of Science, the philosophy of individual science disciplines and pertinent Education Psychology theories as applied to science teaching. Current research-based science teaching techniques will be emphasized. Students will write reflection papers and use these theories and principles in classroom exercises and presentations. Requires a working knowledge of at least one science discipline.
Prerequisite: EDS 360.
Offered: spring only.

EDS 406 Methods of Teaching Social Studies: Adolescence  3 Credits
This course addresses the objectives, methods, curricula, materials and assessment necessary for teaching social studies at the secondary level. Students will examine topics such as teaching for democratic citizenship, authentic instruction and assessment, multicultural social studies curriculum, and technology in the social studies classroom. This course models various instructional strategies and includes practical assignments and experiences for students.
Prerequisite: EDS 360.
Offered: spring only.

EDS 432 Applied Methods of Teaching English: Adolescence  3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level. Requires 50 hours of field experience.
Prerequisite: EDS 402.
Fulfills College Core: Oral Communication
Offered: fall only.

EDS 433 Applied Methods of Teaching Mathematics: Adolescence  3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level. Requires 50 hours of field experience.
Prerequisite: EDS 403.
Fulfills College Core: Oral Communication
Offered: fall only.

EDS 434 Applied Methods of Teaching Modern Languages: Adolescence  3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level. Requires 50 hours of field experience.
Prerequisite: EDS 404.
Fulfills College Core: Oral Communication
Offered: fall only.

EDS 435 Applied Methods of Teaching Science: Adolescence  3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the adolescence level. Requires 50 hours of field experience.
Prerequisite: EDS 405.
Fulfills College Core: Oral Communication
Offered: fall only.

EDS 436 Applied Methods of Teaching Social Studies  3 Credits
Includes practica and seminars that focus on professional reflection and topics related to teaching diverse students, authentic intellectual work, classroom management, and teaching to higher standards. Requires 50 hours of field experience.
Prerequisite: EDS 406.
Fulfills College Core: Oral Communication
Offered: fall only.

EDS 493 Supervised Student Teaching  12 Credits
Highlights knowledge, skills and dispositions of professional educators. Two full-time seven-week placements in adolescent classrooms require candidates to become the instructional leader under the supervision of cooperating teachers and college faculty.
Prerequisite: minimum GPA of 2.70, minimum grade of C in each required subject area course (modern language majors must also pass oral proficiency interview), minimum grade of C in each required education course, interview. Some schools may require certain health tests. Corequisite: EDU 497 & EDU 498. Restriction: no other courses allowed.
Offered: generally spring but occasionally fall (for special cases).

EDS 499 Independent Study  3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Teacher Education (EDU)

EDU 100 Exploring the Teaching Profession  3 Credits
This course introduces the study of education and teaching, with opportunities for students to examine and evaluate this career choice. The course utilizes a field-based component to connect seminar session topics with actual classroom practice. In addition to reflection on their experiences, students will examine the following critical topics in schools: current initiatives and issues, exemplars of good teaching, diverse needs of students, curriculum, culture, organization, and the multiple roles and professional and ethical expectations of teachers. Most importantly, it is mission-centric in that it promotes teachers’ roles as change agents for social justice. Students will complete a 10-hour Service Learning experience in a local public school.
Fulfills College Core: Field 5 (Social Sciences)
Offered: Spring/Fall
EDU 123 Technology in Education 1 1 Credit
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: fall & spring.

EDU 223 Technology in Education 2 1 Credit
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: fall & spring.

EDU 250 Foundations of Education 3 Credits
Addresses social, philosophical, legal, historical, organizational, theoretical perspectives on education, including multicultural perspectives. Highlights rights and responsibilities of teachers, students and others involved in education. (15 hour community-based learning experience)
Fulfills College Core: Justice
Offered: every fall & spring.

EDU 272 Teaching Social Studies Integrating English Language Arts 3 Credits
Addresses the objectives, curriculum, strategies, materials and evaluation necessary for teaching social studies content while integrating standards in English Language Arts. Emphasizes historic, geographic, economic, political ad social concepts highlighting the New York State Standards in SS and ELA.
Prerequisites: ECCH 221 and ECCH 222.
Offered: every fall & spring.

EDU 323 Technology in Education 3 1 Credit
Explores applications of technology in education. Emphasizes evaluation and selection of software, high and low-tech devices, distance learning and state of the art technologies that impact teaching.
Offered: every spring.

EDU 356 Assessment for Diverse Learners 3 Credits
Emphasizes the empirical basis for various models of assessment. Analyzes formal and informal assessment strategies including standardized tests, curriculum-based assessment, norm-referenced, criterion-referenced assessment, and alternative methods of evaluation. Highlights use of assessment to promote decisions in planning, teaching, and evaluating for instructional program improvements for grades 1 - 6.
Corequisite: SPE 311.
Offered: every fall.

EDU 410 Writing in the Schools 3 Credits
Explores integrating current theories of writing into classroom curricula. Students develop their own composing abilities and strengthen their ability to teach writing in school settings. Open to all Education and Adolescence Education concentrations.
Offered: occasionally.

EDU 428 Teaching Math & Science: Supporting STEM Education 3 Credits
Explores inclusive methods and strategies across all mathematical strands and science disciplinary core ideas. Highlights research-based curricular guidelines for STEM education aligned with the New York State’s Mathematics, Science and Technology standards. Emphasizes problem solving, inquiry skills and assessment practices.
Prerequisites: ECCH 221 & ECCH 222. Restrictions: must be a senior.
Offered: fall.

EDU 432 Pre Student Teaching 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.
Offered: fall.

EDU 492 Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisite: EDU 497 and EDU 498.

EDU 493 Capstone Seminar for Teacher Candidates 3 Credits
This seminar will be the culminating course that complements student teaching education majors. EDU 494 will revolve around assessments of how well teacher candidates can integrate theoretical principles and core attributes into the practical work of student teaching. Teacher candidates will complete readings, engage in classroom discussions and construct artifacts that will be assessed for their integration of pedagogical knowledge with issues of diversity, ethics, global awareness and social justice. The artifacts will demonstrate how well each teacher candidate’s understanding of the four core knowledge attributes is contributing to his or her development as a teacher.
Restrictions: Senior Teacher Education majors only.
Fulfills College Core: Core Capstone
Offered: every fall.

EDU 494 Child Abuse Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 495 Prevention of School Violence Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 496 Dignity for All Students Act (DASA) Workshop 0 Credits
Provides six hours of training on the components of the Dignity Act, how school climate impacts students achievement and behavior, understanding diversity and multi-cultural environments, and understanding bullying, harassment and discrimination, including indicators, early warning signs, prevention and intervention and how to interact with families of victims and aggressors.

EDU 497 Child Abuse Workshop 0 Credits
Mandatory training by New York State Education Department for teacher certification. Held during the student teaching seminar.

EDU 498 Student Teaching Seminar 3 Credits
Student Teaching Seminar enhances the student teaching experience through opportunities to foster professional growth and guided reflection on planning, instruction and assessment of learning. The course provides a professional learning community to assist candidates in the transition to careers in teaching.

EDU 499 Independent Study 3 Credits
An independent study requires the signature of the department chair and the associate dean. Independent studies require an application and approval by the associate dean.
Prerequisite: signature of the program director & associate dean.
Early Childhood Education (EDY)
EDY 208 Infant/Toddler Care and Education 3 Credits
This course utilizes developmental theory and research findings to examine issues of attachment, perception, motor skills, cognition, language, emotions and social skills in children birth through age three. An emphasis is placed on understanding children in the context of family and culture. Requires 10 hours of field placement: infant/toddler.

EDY 209 Developmentally Appropriate Curriculum in Early Childhood Classrooms 3 Credits
Emphasizes research-supported practice for enhancing children’s physical, cognitive, social, emotional and behavioral development within the framework of the New York State Standards. Focuses on developmentally appropriate learning opportunities. Requires 10 hours of field placement: PreK/K.

Health & Phys. Education (HED)
HED 115 Basic Nutrition 3 Credits
This course will address all aspects of proper nutrition. The class will address material such as macronutrients, micronutrients, daily caloric intake and portion sizes. Students will gain knowledge of nutrition through class lectures, interactive activities and peer presentations. Upon successful completion of the course, students will have a working knowledge of proper nutrition and appropriate dietary habits.
Offered: fall & spring.

HED 205 Wellness and Fitness 3 Credits
Lecture and laboratory. Skills, teaching methods, resource units, evaluative instruments, teaching aids, leading to an overall understanding of the principles of health and wellness. Focus on physical fitness testing, cardiovascular exercise, muscular strength, muscular endurance, flexibility and body composition. There is additional focus on special populations, childhood obesity and the development of a personal fitness program.
Prerequisite: BIO 114 & BIO 114L with a minimum grade of C.
Offered: every fall & spring.

HED 220 Healthy Behaviors 3 Credits
Examines health determinants and the effects on all seven dimensions of health. Assessment of personal lifestyle behaviors and factors influencing current and relevant health issues. Emphasis on personal behavior modification to practice health-enhancing behaviors and to reduce health risks. Guidelines for healthy practices related to nutrition, mental health, cancer prevention, HIV/STDS, cardiovascular disease, stress management, sexuality, physical fitness, drugs and alcohol and relationships. Establishes foundation for living healthy and productive lives.
Offered: fall & spring.

HED 308 Early Field Experience Health 0 Credits
The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

HED 321 Lifeguard, C.P.R., First Aid, WSI 3 Credits
Knowledge, skill techniques and appreciations necessary to meet certification requirements of the American Red Cross. Certification fee required for this course.
Prerequisite: department swimming test and completion of departmental recommendation. Restriction: must be in the undergraduate or graduate must be physical education program.
Offered: fall.

HED 325 School Health 3 Credits
Students explores the most prevalent health and safety issues of schoolaged children and youth and examines rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services.
Restriction: must be physical education or physical and health education major.
Offered: spring.

HED 326 School Health Curriculum 3 Credits
Students will practice strategies and methodologies needed for effectively teaching health education. Students may participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.
Restriction: must be physical education or physical and health education major.
Offered: every fall.

HED 337 Exercise Principles and Applications 3 Credits
This course will address the many aspects of fitness and exercise. Students will experience classroom lecture as well as practical experience in the weight room and other alternative exercise facilities. Students will gain experience in the proper design of exercise programs and will understand the importance of periodization as it relates to exercise. Upon successful completion of this course, the student will have a vast knowledge of the principles surrounding strength and conditioning.
Prerequisite: minimum grade of C in BIO 114 & BIO 114L.
Offered: fall & spring.

HED 361 Psychology of Sport and Mental Health 3 Credits
This course address sport psychology from a sports studies perspective incorporating interdisciplinary knowledge from the social sciences. It is an appropriate approach for many students seeking to understand the psychological processes facing athletes in a competitive environment. Considerable interest surrounds the efforts of sport psychologists to optimize the performance of those characters we call athletes - the sport heroes of our society. Superior athletic performance has long held great intrigue. Tremendous improvements in the identification and measurement of the psychological factors related to athletic performance have resulted in significant improvements in an athlete's ability to produce top level performance on a consistent basis. This course focuses on the application of these psychological principles by athletes, coaches and sport psychology consultants in what has been a quest to produce the ultimate athlete.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

HED 425 Evolution of Disease and Illness 3 Credits
Overview of humanity’s triumphs and failures in the ongoing fight against illness and disease. Explores history of disease, current health issues and trends to determine outlook for emerging health concerns of the future. Examines various models of disease to explain disease agents and route of transmission throughout the body’s systems. Analysis of disease occurrence, predisposing factors, body’s immune response, symptoms, prevention, treatment and control.
Offered: fall & spring.
Physical Education (PED)

PED 203 Lifetime and Fitness Activities 3 Credits
A content-focused physical education course that includes an emphasis on sport and fitness being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these lifetime activities. Improving or maintaining fitness will be the focus of this class and might include activities like, but not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, water polo, kickboxing, cardio-kick, zumba and exergaming. A 4-5 week unit on aquatics will also be included in this course. The course also provides coiniding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport. Students will be required to demonstrate movement competence in various sports and activities.

Fulfills College Core: Global Awareness
Offered: spring of odd-numbered years.

PED 204 Games and Sports 3 Credits
A content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these activities. This includes the games categories of invasion, net/wall, target and fielding/ striking. It also provides coiniding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport. Students will be required to demonstrate movement competence in various games categories (invasion, net and target, etc.).

Fulfills College Core: Global Awareness
Offered: fall of odd-numbered years.

PED 207 Individual Performance and Dance Activities 3 Credits
Students will learn appropriate organization and teaching progressions for various forms of individual-performance and dance activities taught in the P-12 curricula. Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding. Dance or rhythms activities that may focus on, but not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

Offered: spring of even-numbered years.

PED 305 Outdoor Curriculum and Cooperative Activities 3 Credits
Philosophy, teaching methods, programming and safety management. Activities may include initiatives, new games, problem solving, trust activities, ropes course, cycling, mountain biking, rock climbing, rappelling, cross-country skiing and others.

Offered: fall of even-numbered years.

PED 306 Early Field Experience Elementary Physical Education 0 Credits
The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 307 Early Field Experience Secondary Physical Education 0 Credits
The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 311 Movement Education and Elementary Activities 3 Credits
Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.

Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 351 Coaching Theory and Techniques 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children and young adults. Many participate at the house league level, while others are involved with more competitive and elite programs. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, ethics and values clarification. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Offered: fall.

PED 354 Adapted Physical Education 3 Credits
Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population.
Service-Learning required.

Restriction: must be physical education or physical and health education major.
Fulfills College Core: Diversity
Offered: fall.

PED 360 Human Growth and Motor Development 3 Credits
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.

Restriction: must be physical education or physical and health education major.
Offered: fall.

PED 365 Principles and Philosophy of Coaching 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Restriction: KIN department majors only.
Offered: spring.
PED 371 Assessment in Physical Education 3 Credits
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.
Restriction: must be physical education or physical and health education major; permission of program director.
Offered: spring.

PED 372 Seminar in Kinesiology 3 Credits
The course requires students to engage in professional writing; students will be taught how to conduct and write about a given topic. All course-content will be research-based, and students will be encouraged to see the connections between the research used throughout the class and the specific topic they are reviewing for the extended writing project.
Restriction: KIN department majors only.
Fulfills College Core: Advanced Writing-Intensive
Offered: spring.

PED 380 Concepts of Teaching Sport Skills 3 Credits
The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.
Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 441L Teaching Practicum in Physical Education 3 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Fulfills College Core: Oral Communication
Offered: fall.

PED 441L Teaching Practicum in Physical Education 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence 12 Credits
Two seven-week, full-time student teaching experiences with one placement in an elementary school (Grades 1-6) and the other placement in a high school (Grades 7-12) culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: Completion of all other course requirements and department approval, and minimum GPA of 2.7 in all major courses. Corequisite: EDU 497 & EDU 498. Restriction: permission of program director.
Offered: fall & spring.

PED 499 Independent Study 1-3 Credits
Independent study with a Kinesiology faculty member with emphasis on research in Physical Education. Independent studies require an application and approval of the associate dean.
Prerequisite: permission of instructor, department chair, & associate dean.
Offered: occasionally.

Special Education (SPE)
SPE 291 Nature and Needs of CH Students with Learning Disabilities 3 Credits
Describes the effect of mild disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights the CSE process, placement options and instructional strategies in grades one to six. Requires 20 hours field placement.
Prerequisite: SPE 341. Corequisite: SPE 292.
Offered: every spring.

SPE 292 Remedial Strategies in the Childhood Content Areas 3 Credits
Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in childhood classrooms across the curriculum.
Prerequisite: SPE 341. Corequisite: SPE 291.
Offered: every spring.

SPE 311 Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders 3 Credits
Describes effects of MR and other developmental disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights instructional strategies for grades 1-6 across the continuum of services. Requires 20 hours of field placement.
Offered: occasionally.

SPE 330 Nature/Needs of Childhood Students with Behavioral Disorders 3 Credits
Describes the effect of Emotional and Behavioral Disorders on children and their families. Highlights NYSED Regulations, collaboration and instructional strategies to address academic and behavioral issues. Requires 20 hours of field placement.
Prerequisites: SPE 311 & EDU 356. Corequisite: ECCH 412.
Offered: occasionally.

SPE 341 Inclusive Strategies 3 Credits
Highlights best practices in general education for students with disabilities. Illustrates current developments in special education. Emphasizes collaboration.
Fulfills College Core: Diversity
Offered: every fall, spring, & summer.

SPE 432 Seminar in Teaching and Assessment 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.
Fulfills College Core: Oral Communication

SPE 493 Supervised Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisite: EDU 494 & EDU 497.
Offered: every spring.
SPE 495 Advanced Research Seminar in Autism  
1-6 Credits  
Advanced Research Seminar in Autism provides students with advanced  
clinical and research training in autism spectrum disorder (ASD). The course  
consists of two distinct but interrelated components including (1) classroom  
instruction and applied training in evidence-based treatment for children  
with ASD and (2) hands-on research experience during studies being  
conducted. Students will learn about ASD and evidence-based treatments,  
and participate in various studies involving high-functioning youth with ASD.  
Students also serve as a member of a professional research team.

SPE 499 Independent Study  
3 Credits  
Independent studies require an application and approval by the associate  
dean.  
Prerequisite: permission of the instructor, department chair, & associate  
dean.

Teaching English to Speakers of Other Languages (TESL)

TESL 281 Cultural Perspectives in Multilingual Education  
3 Credits  
In this course, candidates examine the current debate regarding the role  
and definition of culture in the study of TESOL and the ESL classroom.  
Students will come to understand the effects of stereotyping the cultural  
characteristics of ESL students as well as the very real impact culture has on  
students' learning styles and classroom experiences. ESL 581 candidates will  
examine the potential impact their teaching strategies will have in the ESL  
classroom, with regard to understanding their own cultural characteristics  
and presuppositions. A balanced view of intercultural communication is  
the goal. The course includes fieldwork designed to investigate cultural  
differences (10-hours of fieldwork required).  
Offered: every fall.

TESL 283 Linguistics, Literacy, & Second Language Acquisition  
3 Credits  
This course will introduce the core disciplines of linguistics; this includes  
the scientific study of language components as they apply to all aspects  
of literacy learning (e.g., phonetics, phonology, morphology, syntax,  
and semantics). Candidates will consider how grammar is shaped by  
human cognition, culture, and speakers' communicative goals as well as  
as how languages around the world construct words, figurative language,  
and sentences. In this course, language phenomenon, scientific bases,  
terminology on linguistics, multi-relational aspects and other related  
areas are discussed. Language phenomenon is discussed by reference to  
domains that nurture it. Language origins, language-brain relationship,  
sound, word, syntactic, meaning and social systems, communication with  
all its contexts, discourse analysis and its approaches, language learning  
and teaching aspects are all discussed throughout the course. Linguistics  
knowledge and language teaching methods are treated as integrated  
topics. Primary course goals are to provide candidates with the necessary  
information on language as a dynamic system, domains related to language,  
and creating an intellectual background for language and language teaching.  
An expected outgrowth of the study of linguistics is that students will realize  
the relationship between understanding specific structures in a language  
and effective language teaching. In addition, this course provides an up-to-  
date introduction to the study of linguistics, the discipline that investigates  
and describes language acquisition, production, and comprehension. The  
course will also examine English language structures—the language of the  
dominant society—and enhance language awareness. 20 hours of fieldwork  
are required for TESL 283/284.  
Prerequisites: ECCH 221 and ECCH 222. Corequisite: TESL 284.  
Restrictions: CH/TESOL majors only.  
Offered: every spring.

TESL 284 Curriculum, Assessment, & Methods of Teaching Native Language  
Arts  
3 Credits  
This course is an introduction to Native Language Arts (NLA) instruction  
for speakers of other languages. It is intended to provide models of  
instruction in the native language arts which are aligned with the New  
York State learning standards. Through reading, discussion, observation,  
and demonstration, candidates will come to understand the importance  
that native language literacy in the development of literacy in the second  
language. It has been found that there is a strong and positive correlation  
between literacy skills in the native language and literacy skills in the second  
language. Students with the highest levels of native language literacy  
are those who eventually become the strongest readers in the second  
language. Candidates will become familiar with approaches to teaching NLA  
in the ‘Post-Method’ Era. Candidates will be provided with experiences in  
teaching grammar, pronunciation, speaking, listening, vocabulary, reading  
and writing as well as experience a variety of methods to assess these  
components of Native Language Arts. As research has demonstrated, those  
skills and concepts learned in one language serve as a reference point for  
development of a second language. Therefore, a strong native language arts  
instructional program integrating learning experiences and standards will  
facilitate the transfer of literacy skills into English and will develop the ability  
to complete increasingly complex academic tasks. Field Experience: 20-  
hours of fieldwork required for TESL 283/284.  
Restrictions: CH/TESOL majors only.  
Offered: every fall.

TESL 285 Methods and Materials: Teaching English to Speakers of Other  
Languages  
3 Credits  
This course is an introduction to methods and materials for the teaching  
of English to speakers of other languages (TESOL). Through a program of  
lectures, readings, discussions, and practical teaching exercises in the field,  
candidates will explore the educational contexts in which English is taught  
and learned, methods and materials that teachers use to teach it, and the  
links between what teachers and learners do in the classroom and what  
applied linguistic research tells us about how second languages are learned.  
Satisfactory completion of the course indicates that candidates have  
acquired a basic knowledge of the methodology and materials of TESOL and  
basical skills in putting that knowledge into practice. There is a focus on core  
curricular areas, pedagogy, and materials for responsive instruction that  
utilizes research-tested approaches and instructional strategies that actively  
engage students in learning. More advanced study and supervised teaching  
practice will be acquired as candidates apply these skills in an ESL classroom  
during their supervised practicum. Field Experience: 20-hours of fieldwork  
required for TESL 385/387.  
Corequisite: TESL 387.  
Offered: every fall.

TESL 385/387 Methods and Materials: Teaching English to Speakers of Other Languages  
3 Credits  
This course is an introduction to methods and materials for the teaching  
of English to speakers of other languages (TESOL). Through a program of  
lectures, readings, discussions, and practical teaching exercises in the field,  
candidates will explore the educational contexts in which English is taught  
and learned, methods and materials that teachers use to teach it, and the  
links between what teachers and learners do in the classroom and what  
applied linguistic research tells us about how second languages are learned.  
Satisfactory completion of the course indicates that candidates have  
acquired a basic knowledge of the methodology and materials of TESOL and  
basical skills in putting that knowledge into practice. There is a focus on core  
curricular areas, pedagogy, and materials for responsive instruction that  
utilizes research-tested approaches and instructional strategies that actively  
engage students in learning. More advanced study and supervised teaching  
practice will be acquired as candidates apply these skills in an ESL classroom  
during their supervised practicum. Field Experience: 20-hours of fieldwork  
required for TESL 385/387.  
Corequisite: TESL 387.  
Offered: every fall.
Introduction

Professional sequences in Adolescent Education give teacher candidates a thorough foundation in the many facets of modern American secondary education and a gradually increasing exposure to the realities of the classroom. A broad range of field experiences, from observation and tutoring to a full semester of student teaching, is an essential part of the curriculum. Each program also includes an integrated sequence of subject-area courses offered by one or more of the academic departments at the college. The Adolescent Education program offers nine certification programs at the Adolescent Level — grades 7 through 12. A more detailed description of the program, faculty, facilities, academic and co-curricular opportunities can be found on the program webpage (https://www.canisius.edu/academics/programs/adolescence-education-undergraduate/).

Qualifications

Academic criteria for endorsement and completion of the program are as follows: Students must maintain a cumulative GPA of 2.7 or higher and a grade of C or higher in content and pedagogical courses. They must achieve satisfactory performance in field placements. All candidates must complete a minimum of 120 credit hours to graduate.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

In addition, candidates will be assigned an advisor in their respective concentration area.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in
some cases additional coursework may be required. Students must complete the appropriate minor request form.

**Curriculum**

**An Ignatian Foundation**

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

**Free Electives**

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

**Major Requirements**

The Adolescence Education Major includes the following required courses and an academic concentration. Each of these courses require a grade of C or higher.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 101</td>
<td>Human Growth and Social Development: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 223</td>
<td>Foundations of Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>EDS 224</td>
<td>Adolescent Literacy in a New Literacies World</td>
<td>3</td>
</tr>
<tr>
<td>EDS 360</td>
<td>Evaluation and Teaching Strategies</td>
<td>3</td>
</tr>
<tr>
<td>EDS 390</td>
<td>Cognition, Learning and Assessment of Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose the appropriate course:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 402</td>
<td>Methods of Teaching English: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 403</td>
<td>Methods of Teaching Mathematics: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 404</td>
<td>Methods of Teaching Modern Languages: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 405</td>
<td>Methods of Teaching Science: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 406</td>
<td>Methods of Teaching Social Studies: Adolescence</td>
<td>3</td>
</tr>
</tbody>
</table>

**Choose the appropriate course:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 432</td>
<td>Applied Methods of Teaching English: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 433</td>
<td>Applied Methods of Teaching Mathematics: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 434</td>
<td>Applied Methods of Teaching Modern Languages: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 435</td>
<td>Applied Methods of Teaching Science: Adolescence</td>
<td>3</td>
</tr>
<tr>
<td>EDS 436</td>
<td>Applied Methods of Teaching Social Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

EDU 493 Supervised Student Teaching 12
EDU 123 Technology in Education 1 1
EDU 223 Technology in Education 2 1
EDU 323 Technology in Education 3 1
EDU 250 Foundations of Education 3
EDU 494 Capstone Seminar for Teacher Candidates 3
EDU 495 Child Abuse Workshop 3
EDU 496 Prevention of School Violence Workshop 3

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 48

1 Candidates who are pursuing a concentration in Biology, Chemistry, or Physics are not required to take this class, although it is highly recommended.

**Major Experiences**

New York State requires the successful completion of at least 100 hours of field experience before student teaching. This requirement is divided up among three courses in the major program. EDU 250 has a 15 hour community-based experience, EDS 223 has a 20 hour field experience, EDS 360 has a 30 hour field experience, EDS 402-EDS 406 (choose the appropriate course) has a 30 hour field experience and EDS 432-EDS 436 (choose the appropriate course) hosts 50 hours. The field experience builds from participatory observation to tutoring or working with small groups to teaching a lesson and then teaching lessons from a learning segment designed by the candidate in the EDS 432-EDS 436 course.

**Academic Concentration**

Candidates choose from the following areas of certification: Biology, Chemistry, Physics, Mathematics, English, Social Studies, or Spanish. Required courses in these content areas are listed below:

**Adolescence Biology Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 111</td>
<td>Introductory Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 111L</td>
<td>Introductory Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112</td>
<td>Introductory Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 112L</td>
<td>Introductory Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211</td>
<td>Biochemistry and Cell Biology I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 211L</td>
<td>Biochemistry and Cell Biology Laboratory I</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212</td>
<td>Biochemistry and Cell Biology II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 212L</td>
<td>Biochemistry and Cell Biology Laboratory II</td>
<td>4</td>
</tr>
<tr>
<td>BIO 404</td>
<td>Genetics 1</td>
<td>3</td>
</tr>
<tr>
<td>BIO 408</td>
<td>Biotechnology, Theory in Practice 1</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 408L</td>
<td>Molecuar Biology</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 450</td>
<td>Biotechnology, Theory in Practice 1</td>
<td>3-4</td>
</tr>
<tr>
<td>BIO 320</td>
<td>Field Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 375</td>
<td>Community Ecology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 377</td>
<td>Freshwater Biology</td>
<td>4</td>
</tr>
</tbody>
</table>

**Choose one of the following ecology courses 1**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 305 &amp; 305L</td>
<td>Medical Microbiology and its Ecological Basis Lab</td>
<td>4</td>
</tr>
<tr>
<td>BIO 307 &amp; 307L</td>
<td>Microbiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 340 &amp; 340L</td>
<td>Physiology Laboratory</td>
<td>4</td>
</tr>
</tbody>
</table>

In addition to the required biology classes, students also must complete the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 131</td>
<td>Statistics for Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>or MAT 141</td>
<td>Inferential Statistics and Computers for Science</td>
<td>3</td>
</tr>
</tbody>
</table>
Adolescence Chemistry Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L &amp; General Chemistry I Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 201</td>
<td>College Physics I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 201L &amp; College Physics I Laboratory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 44-46

1. Students must complete a total of 30 biology credits. To reach that total, students must complete one laboratory associated with one of the following classes: BIO 320, BIO 375, BIO 377, BIO 404, BIO 408, or BIO 450.

For students interested in adding a chemistry certification in addition to biology, the following courses must also be completed.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHM 227</td>
<td>Organic Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 227L &amp; Organic Chemistry I Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 301</td>
<td>Fundamental Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>BCH 301</td>
<td>Introduction to Biochemistry</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 301L &amp; Introduction to Biochemistry Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHM 301</td>
<td>Fundamental Physical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>CHM 381</td>
<td>Scientific Literature and Communication</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 19

Adolescence Mathematics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td>3</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 301</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>One Math (MAT) elective at the 200-level or higher</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Computer Science (CSC) course</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 42

1. Students may also use MAT 121, MAT 150, or MAT 191 to fulfill this requirement.

Please note that students pursuing the Mathematics Concentration are strongly encouraged to complete a dual major with Adolescence Education and Mathematics and Statistics. To complete the dual major, students must add MAT 321; the series of MAT 380, MAT 381, and MAT 480; and one of the following: MAT 312, MAT 322, or MAT 352.

Adolescence Physics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 129</td>
<td>Introduction to Astronomy</td>
<td>3</td>
</tr>
<tr>
<td>or PHY 130</td>
<td>Introductory Geology</td>
<td></td>
</tr>
<tr>
<td>PHY 223</td>
<td>General Physics for Physical Science Majors I</td>
<td></td>
</tr>
<tr>
<td>&amp; 223L &amp; General Physics for Physical Science Majors I Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 224</td>
<td>General Physics for Physical Science Majors II</td>
<td></td>
</tr>
<tr>
<td>&amp; 224L &amp; General Physics for Physical Science Majors II Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 225</td>
<td>General Physics for Physical Science Majors III</td>
<td></td>
</tr>
<tr>
<td>&amp; 225L &amp; General Physics for Physical Science Majors III Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 226</td>
<td>Basic Electronics</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 226L &amp; Basic Electronics Laboratory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHY 330</td>
<td>Electrodynamics I</td>
<td>3</td>
</tr>
<tr>
<td>PHY 332</td>
<td>Statistical and Thermal Physics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 350</td>
<td>Modern Physics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>PHY 443</td>
<td>Classical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 449</td>
<td>Nuclear Physics Lab</td>
<td>1</td>
</tr>
<tr>
<td>PHY 498</td>
<td>Senior Project</td>
<td>1-3</td>
</tr>
<tr>
<td>CHM 111</td>
<td>General Chemistry I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 111L &amp; General Chemistry I Laboratory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHM 112 & 112L  General Chemistry II and General Chemistry II Laboratory 4
MAT 111  Calculus I 4
MAT 112  Calculus II 4
MAT 222  Differential Equations 3

Total Credits 50-52

Adolescence English Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies</td>
<td>3</td>
</tr>
<tr>
<td>One course in Women's Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in Multicultural Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in Global Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One course in Writing (300 level or Creative Writing)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ENG 322</td>
<td>Shakespeare I</td>
<td>3</td>
</tr>
<tr>
<td>or ENG 323</td>
<td>Shakespeare II</td>
<td>3</td>
</tr>
<tr>
<td>One Pre-1800 British Literature course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Post-1900 American Literature Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Pre-1900 American Literature course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>EDS 370</td>
<td>Teaching Young Adolescent Literature</td>
<td>3</td>
</tr>
<tr>
<td>EDU 410</td>
<td>Teaching Writing in the Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 33

Adolescence Social Studies Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 107</td>
<td>History of Modern Europe to 1815 (European History)</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 212</td>
<td>Men and Ideas in History</td>
<td></td>
</tr>
<tr>
<td>HIS 108</td>
<td>History of Modern Europe since 1815 (European History)</td>
<td>3</td>
</tr>
<tr>
<td>or HIS 211</td>
<td>Women In The Western World</td>
<td></td>
</tr>
<tr>
<td>HIS 123</td>
<td>History of the United States: The Colonial Period to Reconstruction and History of the United States: 1877 to the Present (American History)</td>
<td>6</td>
</tr>
<tr>
<td>HIS 124</td>
<td>History of the United States: The Colonial Period to Reconstruction and History of the United States: 1877 to the Present (American History)</td>
<td>6</td>
</tr>
<tr>
<td>HIS 300</td>
<td>Historical Geography (World History)</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101 &amp; ECO 102</td>
<td>Principles of Macroeconomics and Principles of Microeconomics (Economics)</td>
<td>6</td>
</tr>
<tr>
<td>PSC 103</td>
<td>The American Constitution (Political Science)</td>
<td>3</td>
</tr>
<tr>
<td>or PSC 104</td>
<td>American Political Process</td>
<td></td>
</tr>
<tr>
<td>PSC 140</td>
<td>International Relations (Political Science)</td>
<td>3</td>
</tr>
<tr>
<td>or PSC 150</td>
<td>Comparative Government and Politics</td>
<td></td>
</tr>
<tr>
<td>One Culture Class (see department for current list of courses that fulfill this requirement)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30

1 Students who begin study at the 300-level will have the 200-level courses waived, but still need 10 courses for the concentration.

Middle School Extension
Candidates wishing to obtain an extension to teach grades 5-6 in their area of concentration must take EMC 352 and EMC 391 in addition to the courses listed above.

Freshman

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
<td>(Not required but strongly recommended)(Fall Only)</td>
<td></td>
</tr>
<tr>
<td>EDU 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 123</td>
<td>(May be taken Fall or Spring)</td>
<td></td>
</tr>
<tr>
<td>EDU 223 (may be taken Fall or Spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 360</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sophomore

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 223 (20 hours field experience)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 244 (Spring Only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 341</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 223 (may be taken Fall or Spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 360</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Junior

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 390</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMC 352 (Optional - needed for middle childhood extension)(Spring Only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 323 (may be taken Fall or Spring)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Senior

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDS 402, 403, 404, 405, or 406 (Methods Class) (Spring Only) (30 hours field experience)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 323 (may be taken Fall or Spring)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDS 493</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please note that students pursuing the Social Studies Concentration are strongly encouraged to complete a dual major with Adolescence Education and History. To complete the dual major, students must add the following courses: HIS 382; one of HIS 211, HIS 213, or HIS 230; one of HIS 110, HIS 131, or HIS 132; and one elective at the 300-level.
Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)
Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.
Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.
Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)
Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.
Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.
Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.
Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Childhood 1-6/TESOL K-12 (BS)
Chair: Barbara A. Burns, PhD

Introduction
This major prepares candidates in Childhood Education which covers Grades 1-6 and Teaching English to Speakers of Other Languages (TESOL) for Grades 1-6. It contains pedagogical knowledge and skills to ensure that candidates are qualified to teach at these levels and in high needs classroom settings serving students who are new Americans or who speak a language other than English at home. Many courses are infused with field experiences so candidates build skills as they progress through the program. In addition, each candidate must take coursework as set forth in the Canisius College Core Curriculum and must also choose a 30 credit liberal arts concentration to ensure that they have the content knowledge necessary to teach children in Grades 1-6.

Qualifications
Students must meet the requirements at all transition points in order to graduate with an education degree and be recommended for teacher certification. Please see School of Education and Human Services website for transition point requirements. (p. 311)

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.
Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCH 221</td>
<td>Emergent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 222</td>
<td>Literacy and the Arts in the Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>ECCH 412</td>
<td>Managing the Early Childhood and Elementary Classroom</td>
<td>3</td>
</tr>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDE 390</td>
<td>Cognition and Learning - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
<td>3</td>
</tr>
<tr>
<td>EDU 123</td>
<td>Technology in Education 1</td>
<td>1</td>
</tr>
<tr>
<td>EDU 223</td>
<td>Technology in Education 2</td>
<td>1</td>
</tr>
<tr>
<td>EDU 323</td>
<td>Technology in Education 3</td>
<td>1</td>
</tr>
<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 272</td>
<td>Teaching Social Studies Integrating English Language Arts</td>
<td>3</td>
</tr>
<tr>
<td>EDU 428</td>
<td>Teaching Math &amp; Science: Supporting STEM Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 494</td>
<td>Capstone Seminar for Teacher Candidates</td>
<td>3</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 498</td>
<td>Student Teaching Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
<td>3</td>
</tr>
<tr>
<td>TESL 283</td>
<td>Linguistics, Literacy, &amp; Second Language Acquisition</td>
<td>3</td>
</tr>
<tr>
<td>TESL 284</td>
<td>Curriculum, Assessment, &amp; Methods of Teaching</td>
<td>3</td>
</tr>
<tr>
<td>TESL 385</td>
<td>Methods and Materials: Teaching English to Speakers of Other Languages</td>
<td>3</td>
</tr>
<tr>
<td>TESL 386</td>
<td>Methods of Teaching the Subject Areas in the Native Language</td>
<td>3</td>
</tr>
<tr>
<td>TESL 387</td>
<td>Evaluation Assessment in Bilingual/TESOL Education</td>
<td>3</td>
</tr>
<tr>
<td>TESL 432</td>
<td>Seminar in Teaching and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>TESL 493</td>
<td>Student Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>

Optional Extensions to Teach at Additional Grade Levels

Middle Childhood Extension

Candidates wishing to obtain an extension to teach grades 7-9 in their area of concentration (English, Mathematics, Social Studies, or Spanish) must take EMC 352 and EMC 391 in addition to the courses listed.

Initial Early Childhood Certification

Candidates wishing to obtain a certification to teach grades B-2 are advised to take two early childhood courses that focus on learning and development and methods of instruction in addition to the courses listed, and apply for an individual evaluation of credentials through NYSED or the BOCES Regional Certification Office. Courses that students have taken in the past include EDY 208 and EDY 209.

Additional Curriculum Requirements

Childhood majors need to choose one of the following academic concentrations: English, Mathematics, Music, Science, Social Studies, Social Justice, French, or Spanish.

English Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies 1</td>
<td>3</td>
</tr>
<tr>
<td>Two 200-level literature courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Two pre-1900 American Literature course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One pre-1800 British Literature course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two writing courses 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two writing courses 3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

1 Must take at least one 200-level literature course before taking ENG 299.
2 Choose from ENG 315, ENG 316, ENG 319, or ENG 396 (if the topic is American Literature).
3 Choose from ENG 233, ENG 301, ENG 305, ENG 306, ENG 332, ENG 347, ENG 370, or ENG 373.
4 Choose from ENG 322 and ENG 323.
5 Choose from EDU 410, EDU 205, ENG 294, ENG 383, ENG 385, ENG 388, ENG 389, ENG 391, ENG 392, ENG 393, ENG 411, or ENG 490.
Mathematics Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following: 3-4
- MAT 211 Calculus III
- Computer Science elective

Choose one of the following: 3-4
- MAT 212 Calculus III

Total Credits: 32-34

Music Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 210</td>
<td>Keyboard Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>FAM 230</td>
<td>Music Theory I and Music Theory I Lab</td>
<td>4</td>
</tr>
<tr>
<td>FAM 240</td>
<td>Music Theory II and Music Theory II Lab</td>
<td>4</td>
</tr>
<tr>
<td>FAM 330</td>
<td>Music Theory III and Music Theory III Lab</td>
<td>4</td>
</tr>
</tbody>
</table>

One Music Literature I course 1
One Music Literature II course 2
One Music elective 3

Total Credits: 30

Choose from:
- FAM 216, FAM 217, FAM 218, FAM 219, or FAM 220.
- FAM 123, FAM 124, or FAM 224.
- Any 3-credit course with an FAM prefix.

Social Justice Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations Course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
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<tr>
<td>Research Courses (select two of the following)</td>
<td>6</td>
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<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
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<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
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<td>Skills Classes (select two of the following)</td>
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<tr>
<td>COM 201</td>
<td>Oral Communication</td>
<td>3</td>
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<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS</td>
<td>3</td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td>3</td>
</tr>
<tr>
<td>HSV 360</td>
<td>People Helping Skills</td>
<td>3</td>
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</tbody>
</table>

Four Electives (from your focus: Local/Urban or Global) 12

Local/Urban Focus Electives
- HSV 212 Social and Cultural Diversity
- IGSR 300 Immersion East Side Seminar
- HIS 255 African American History
- CRJ 337 Violence and the Family
- SOC 291 Gender and Society
- SOC 355 Deviant Behavior
- PSY 340 Stereotyping and Prejudice
- HSV 301 Social Policies
- HSV 302 Children, Schools, and the Community
- PSC 237 State and Local Politics
- SOC 340 Sociology of the City

Global Focus Electives 1
- ANT 122 Sociocultural Anthropology
- HIS 211 Women In The Western World
- HIS 394 Modern Middle East
- HSV 302 Children, Schools, and the Community
- PSC 140 International Relations
- PSC 245 American Foreign Policy
- HSV 300 Social and Cultural Diversity
- HIS 356 Modern China

Elective 3
One course from the other focus (either Local or Global)

Total Credits 33

1 The list of courses provided here only includes active courses at the time this catalog was prepared. Additional classes that are added by other departments might also be used to satisfy this requirement. If you think a class should count, please contact the chair of the Teacher Education Department.

French Concentration

Students will not be accepted into this concentration after January 29, 2018

<table>
<thead>
<tr>
<th>Code</th>
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<tr>
<td>FRC 215</td>
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<tr>
<td>FRC 217</td>
<td>Intermediate French II</td>
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<tr>
<td>FRC 323</td>
<td>Topics in Conversation I</td>
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<tr>
<td>FRC 324</td>
<td>French Composition through Literature</td>
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<tr>
<td>FRC 332</td>
<td>Substance and Style: Effective Writing in French</td>
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<td>Five French electives</td>
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Spanish Concentration

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<tbody>
<tr>
<td>SPA 215</td>
<td>Intermediate Spanish ¹</td>
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<tr>
<td>SPA 217</td>
<td>Introduction to Spanish Composition ¹</td>
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</tr>
<tr>
<td>SPA 323</td>
<td>Topics in Conversation I: Peninsular Culture and Conversation</td>
<td>3</td>
</tr>
<tr>
<td>SPA 324</td>
<td>Topics in Conversation II: Latin American Culture and Civilization</td>
<td>3</td>
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<tr>
<td>SPA 332</td>
<td>Advanced Spanish Composition</td>
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<td>Five Advanced-Level Spanish Classes (any SPA class at 300 or 400 level)</td>
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<td>Total Credits</td>
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¹ Students who begin language study at the 300-level may substitute additional electives in lieu of the intermediate (200) level courses. Thus, students still will take 10 courses for the concentration.

Please note that this curriculum changed for students who matriculated in fall 2017 or later. Earlier students should consult their original catalog year.

Roadmap

Freshman

Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Spring</th>
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<tbody>
<tr>
<td>EDE 100</td>
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<tr>
<td>EDU 100</td>
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<td>EDU 123</td>
<td></td>
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<td>EDU 250</td>
<td></td>
</tr>
<tr>
<td>EDU 495</td>
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<td>EDU 496</td>
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<td>ECCH 222</td>
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Sophomore

Fall

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<th>Course</th>
<th>Spring</th>
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<tbody>
<tr>
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<tr>
<td>EDU 100</td>
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<td>EDU 123</td>
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<td>EDU 250</td>
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<td>EDU 495</td>
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<td>EDU 496</td>
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<td>EDU 494</td>
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Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)

Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)

Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)

Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:
- Work with all students to create a dynamic learning environment that supports achievement and growth.
- Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:
- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:
- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Courses
Please note that Students in TESOL also take courses in Teacher Education and Childhood Education. A full list of courses in all Education subjects is available on the Educator Preparation page. (p. 313)

TESL 281 Cultural Perspectives in Multilingual Education 3 Credits
In this course, candidates examine the current debate regarding the role and definition of culture in the study of TESOL and the ESL classroom. Students will come to understand the effects of stereotyping the cultural characteristics of ESL students as well as the very real impact culture has on students’ learning styles and classroom experiences. ESL 581 candidates will examine the potential impact their teaching strategies will have in the ESL classroom, with regard to understanding their own cultural characteristics and presuppositions. A balanced view of intercultural communication is the goal. The course includes fieldwork designed to investigate cultural differences (10-hours of fieldwork required).
Offered: every fall.

TESL 283 Linguistics, Literacy, & Second Language Acquisition 3 Credits
This course will introduce the core disciplines of linguistics; this includes the scientific study of language components as they apply to all aspects of literacy learning (e.g., phonetics, phonology, morphology, syntax, and semantics). Candidates will consider how grammar is shaped by human cognition, culture, and speakers’ communicative goals as well as how languages around the world construct words, figurative language, and sentences. In this course, language phenomenon, scientific bases, terminology on linguistics, multi-relational aspects and other related areas are discussed. Language phenomenon is discussed by reference to domains that nurture it. Language origins, language-brain relationship, sound, word, syntactic, meaning and social systems, communication with all its contexts, discourse analysis and its approaches, language learning and teaching aspects are all discussed throughout the course. Linguistics knowledge and language teaching methods are treated as integrated topics. Primary course goals are to provide candidates with the necessary information on language as a dynamic system, domains related to language, and creating an intellectual background for language and language teaching.
An expected outgrowth of the study of linguistics is that students will realize the relationship between understanding specific structures in a language and effective language teaching. In addition, this course provides an up-to-date introduction to the study of linguistics, the discipline that investigates and describes language acquisition, production, and comprehension. The course will also examine English language structures--the language of the dominant society--and enhance language awareness. 20 hours of fieldwork are required for TESL 283/284.
Prerequisites: ECCH 221 and ECCH 222. Corequisite: TESL 284.
Restrictions: CH/TESOL majors only.
Offered: every spring.

TESL 284 Curriculum, Assessment, & Methods of Teaching Native Language Arts 3 Credits
This course is an introduction to Native Language Arts (NLA) instruction for speakers of other languages. It is intended to provide models of instruction in the native language arts which are aligned with the New York State learning standards. Through reading, discussion, observation, and demonstration, candidates will come to understand the importance of native language literacy in the development of literacy in the second language. It has been found that there is a strong and positive correlation between literacy skills in the native language and literacy skills in the second language. Students with the highest levels of native language literacy are those who eventually become the strongest readers in the second language. Candidates will become familiar with approaches to teaching NLA in the ‘Post-Method’ Era. Candidates will be provided with experiences in teaching grammar, pronunciation, speaking, listening, vocabulary, reading and writing as well as experience a variety of methods to assess these components of Native Language Arts. As research has demonstrated, those skills and concepts learned in one language serve as a reference point for development of a second language. Therefore, a strong native language arts instructional program integrating learning experiences and standards will facilitate the transfer of literacy skills into English and will develop the ability to complete increasingly complex academic tasks. Field Experience: 20-hours of fieldwork required for TESL 283/284.
Restrictions: CH/TESOL majors only.
Offered: every fall.
TESL 385 Methods and Materials: Teaching English to Speakers of Other Languages 3 Credits
This course is an introduction to methods and materials for the teaching of English to speakers of other languages (TESOL). Through a program of lectures, readings, discussions, and practical teaching exercises in the field, candidates will explore the educational contexts in which English is taught and learned, methods and materials that teachers use to teach it, and the links between what teachers and learners do in the classroom and what applied linguistic research tells us about how second languages are learned. Satisfactory completion of the course indicates that candidates have acquired a basic knowledge of the methodology and materials of TESOL and basic skills in putting that knowledge into practice. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. More advanced study and supervised teaching practice will be acquired as candidates apply these skills in an ESL classroom during their supervised practicum. Field Experience: 20-hours of fieldwork required for TESL 385/387.
Corequisite: TESL 387.
Offered: every fall.

TESL 386 Methods of Teaching the Subject Areas in the Native Language 3 Credits
This course is for elementary and secondary teachers who will be or are currently working with culturally and linguistically diverse students. It is intended to provide models of content area instruction in the native language, aligned with the New York State learning standards. Through reading, discussion, observation and demonstration, candidates will learn about teaching content across curricular subject areas as well as understand the importance of native language literacy in the development of literacy in the second language. The course explores English language development in the context of academic language socialization, specifically through the instruction of English along with the curricula of the content areas. There is a focus on core curricular areas, pedagogy, and materials for responsive instruction that utilizes research-tested approaches and instructional strategies that actively engage students in learning. It includes responsive instruction which is differentiated; it meets the needs of ALL learners including those who struggle, those in the middle, and those who are high achievers and need challenges. Field Experience: 20-hours of fieldwork required.
Corequisite: ECCH 412.
Offered: every spring.

TESL 387 Evaluation Assessment in Bilingual/TESOL Education 3 Credits
In this course, candidates will examine assessment measures and evaluation protocols as well as methodologies for dynamic instruction (instruction that includes ongoing assessment in the process of teaching) with ESL/CLD learners. Current research and materials for TESOL instruction, assessment, and evaluation will be analyzed for validity, reliability, and utility. Various instructional models for dynamic instruction will also be explored for effectiveness. Dynamic teaching refers to teaching with ongoing assessment and immediate adjustment in instruction based on in-the-moment assessment that informs the teacher to remediate, go on, or challenge learners. Candidates will analyze the internal construction of testing instruments, procedures for alternative assessment of ESL/CLD students, and options for appropriately adapting tests that are part of classroom curriculum in ways that make them effective and equitable for ESL/CLD learners. Students will complete a field case study as part of this course. Field Experience: 20-hours of fieldwork required for TESL 385/387.
Corequisite: TESL 385.
Offered: every fall.

TESL 432 Seminar in Teaching and Assessment 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Field Experience: 50 hours of fieldwork required.
Offered: every fall.

TESL 493 Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators. One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: Signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisites: EDU 497 & EDU 498. Restriction: CH/TESOL majors only.
Offered: every spring.

Physical Education (BS)
Co-Chairs: Nicholas Lorgnier and Shawn O’Rourke
Director: Clancy M. Seymour, Ed.D.

Introduction
The Physical Education Teacher Education (PETE) program leads to New York State certification in physical education (K-12). The department recommends that candidates interested in teaching obtain dual certification in physical and health education (PEHL), but this major may be of interest for candidates only interested in teaching physical education. Teacher candidates interested in this single certification program should meet with the program director to discuss further. More information can be found at the program webpage (https://www.canisius.edu/academics/programs/physical-education-health/).

Teacher Certification Options
The teacher preparation program strives to develop a well-rounded professional who has special knowledge and skills in the areas of movement and sport and their interrelated disciplines. Major emphasis is placed on the development of educational and performance foundations which will prepare an individual to teach in kindergarten through grade 12 or to pursue professional growth through further study and/or graduate work.

Candidates enjoy a continuous and extensive program of clinical and laboratory experiences at the college and through our collaboration with our professional development schools which provide opportunities for in-school observations, micro-teaching, tutoring, and large-group instruction. These experiences help to insure that the program remains responsive to the needs of the candidates, students and the profession. This program of instruction incorporates the standards established for physical education at the local school district level, the New York State learning standards for physical education, and the guidelines set forth by the Society of Health and Physical Educators (SHAPE) America. The teacher certification option culminates with a semester long student-teaching experience in the K-12 schools. Each teacher candidate is given the opportunity to experience the privileges and responsibilities of a full-time teacher on both the elementary and secondary levels. An individual choosing to graduate without completing student teaching must fulfill this credit requirement in consultation with his/her advisor.

Qualifications
Academic Criteria for Endorsement and Completion of Program:
• Cumulative GPA of 2.7 or higher
• Grade of C or higher in major courses
• Satisfactory performance in field placements
• Satisfactory completion of all program common assignments including submission on TaskStream

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PINs for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
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<tr>
<td>EDU 123</td>
<td>Technology in Education 1</td>
<td>1</td>
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<tr>
<td>EDU 223</td>
<td>Technology in Education 2</td>
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<tr>
<td>EDU 323</td>
<td>Technology in Education 3</td>
<td>1</td>
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<tr>
<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
</tr>
<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
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</tbody>
</table>

EDU 497 | Dignity for All Students Act (DASA) Workshop | 0       |
EDU 498 | Student Teaching Seminar              | 3       |
PED 203 | Lifetime and Fitness Activities       | 3       |
PED 204 | Games and Sports                      | 3       |
PED 207 | Individual Performance and Dance Activities | 3   |
PED 305 | Outdoor Curriculum and Cooperative Activities | 3   |
PED 306 | Early Field Experience Elementary Physical Education | 0   |
PED 307 | Early Field Experience Secondary Physical Education | 0   |
PED 311 | Movement Education and Elementary Activities | 3   |
PED 351 | Coaching Theory and Techniques        | 3       |
PED 354 | Adapted Physical Education            | 3       |
PED 360 | Human Growth and Motor Development    | 3       |
PED 371 | Assessment in Physical Education      | 3       |
PED 372 | Seminar in Kinesiology                | 3       |
PED 380 | Concepts of Teaching Sport Skills     | 3       |
PED 441 | Teaching Methods in Physical Education | 3       |
PED 441L | Teaching Practicum in Physical Education | 0   |
PED 493 | Student Teaching Physical Education/Health: Childhood and Adolescence | 12     |

BIO 114 & 114L | Human Biology: Introduction to Human Anatomy and Physiology | 4 |
BIO 115 & 115L | Musculoskeletal Anatomy and Physiology Laboratory | 4 |
HED 205 | Wellness and Fitness                  | 3       |
HED 337 | Exercise Principles and Applications  | 3       |
HED 361 | Psychology of Sport and Mental Health | 3       |
KIN 235 | Kinesiology                           | 3       |
KIN 494 | Capstone in Kinesiology              | 3       |
SPE 341 | Inclusive Strategies                 | 3       |

Total Credits 86

Major Electives

PETE majors should consult their advisor for major electives.

Major Experiences

All students in the PETE program must meet and continue to meet the professional standards of the program. No one who jeopardizes the health or well-being of a student, classmate or him or herself will continue as a student in the program. All students must possess the necessary physical attributes and exhibit qualities of good judgment and emotional stability. The PETE program reserves the right to limit attire and adornments (such as clothing, jewelry, piercing, tattooing) of the body, hands, face, and oral cavity. The program assessment handbook outlines the enforcement of this policy. In all cases, the final appeal may be made to the Program Director/Department of Kinesiology chair.

Additional Considerations and Requirements

All PETE field experiences (early field, practicum, and student-teaching) are in the local Western New York area and transportation is required. Out-of-area field experiences must be approved by the Program Director and include an additional fee for each placement. PED 306 and PED 307 require 30 hour field experiences in a K-12 physical education setting. PED 441...
Lab must be taken in the last semester before student teaching. Proof of professional association membership and current Lifeguarding/CRP/AED certifications must be provided prior to student teaching. While foreign language is not required for graduation, secondary language proficiency must be demonstrated for New York State licensure. PETE majors should consult their advisor for additional course considerations.

### Roadmap

**Recommended Semester Schedule for Major Course Requirements**

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th></th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
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<tr>
<td>BIO 114</td>
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<tr>
<td>&amp; 114L</td>
<td>&amp; 115L</td>
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<tr>
<td>EDU 100</td>
<td>EDU 123</td>
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<tr>
<td>Field 3 or Field 7</td>
<td>ENG 112</td>
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<tr>
<td>ENG 111</td>
<td>Field 3</td>
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</tr>
<tr>
<td>PED 204 or 305</td>
<td>Field 7</td>
<td></td>
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</tr>
<tr>
<td>PED 203 or 207</td>
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</tr>
<tr>
<td><strong>Sophomore</strong></td>
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<tr>
<td>Fall</td>
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<tr>
<td>HED 361</td>
<td>EDU 250</td>
<td>(Co-Req EDU 495/496)</td>
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<td>HED 205 (or Field 4)</td>
<td>HED 205 (or Field 4)</td>
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<td>KIN 235</td>
<td>PED 203 or 207</td>
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<td>PED 204 or 305</td>
<td>PED 306 (30hrs Elementary PE)</td>
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<td>PED 203 or 207</td>
<td>PED 311</td>
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<td>RST 101 or PHI 101</td>
<td>RST 101 or PHI 101</td>
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<tr>
<td><strong>Junior</strong></td>
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<td>Fall</td>
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<tr>
<td>Field 1 or 2 (Ethics)</td>
<td>EDU 323</td>
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<td>EDU 223</td>
<td>Field 1 or 2 (Ethics)</td>
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<td>HED 337</td>
<td>PED 307 (30hrs Secondary PE)</td>
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<td>PED 351</td>
<td>PED 371</td>
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<td>SPE 341</td>
<td>PED 372</td>
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<td>Elective (if necessary)</td>
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<td><strong>Senior</strong></td>
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<tr>
<td>Fall</td>
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<tr>
<td>KIN 494</td>
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<td>PED 360</td>
<td>EDU 498</td>
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<tr>
<td>PED 441</td>
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<tr>
<td>PED 441L (200hrs W/R/F weekly)</td>
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<tr>
<td>Elective (if necessary)</td>
<td></td>
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</tr>
</tbody>
</table>

1 Valid Professional Membership/LG/CPR/AED

### Learning Goals & Objectives

**Learning Goal 1 (KNOWLEDGE – OBSERVED IN WRITING)**

Candidates in the Physical Education program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Know and apply discipline-specific scientific and theoretical concepts critical to the development of a physically educated person.

**Learning Goal 2 (KNOWLEDGE – OBSERVED SKILLS AND DISPOSITIONS)**

Candidates in the Physical Education program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Demonstrate that they are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health-enhancing fitness.
- Implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.
- Use effective communication and pedagogical skills and strategies to enhance student engagement and learning.
- Utilize assessments and reflection to foster student learning and inform instructional decisions.

**Learning Goal 3 (SERVICE)**

Candidates in the Physical Education program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:

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Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

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Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:

• Demonstrate dispositions essential to becoming effective professionals.

Minors

Coaching Minor (p. 336)

The Coaching Minor is a common minor for many physical education or sport pedagogy students. The courses in the minor can be attached to any major. Completion of the minor often leads to graduate work at the master’s degree level in Coaching Science. The courses can also lead to NY State certification. The minor focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship. Some Kinesiology courses have specific prerequisites, which are stated in the course descriptions.

Strength and Conditioning Minor (p. 345)

Courses

PED 203 Lifetime and Fitness Activities 3 Credits
A content-focused physical education course that includes an emphasis on sport and fitness being a learning atmosphere for global awareness. The course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these lifetime activities. Improving or maintaining fitness will be the focus of this class and might include activities like, but not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, water polo, kickboxing, cardio-kick, zumba and exergaming. A 4-5 week unit on aquatics will also be included in this course. The course also provides coinciding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport. Students will be required to demonstrate movement competence in various sports and activities.
Fulfills College Core: Global Awareness
Offered: spring of odd-numbered years.

PED 204 Games and Sports 3 Credits
A content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these activities. This includes the games categories of invasion, net/wall, target and fielding/striking. It also provides coinciding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport. Students will be required to demonstrate movement competence in various games categories (invasion, net and target, etc.).
Fulfills College Core: Global Awareness
Offered: fall of even-numbered years.

PED 207 Individual Performance and Dance Activities 3 Credits
Students will learn appropriate organization and teaching progressions for various forms of individual-performance and dance activities taught in the P-12 curricula. Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding. Dance or rhythms activities that may focus on, but not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.
Offered: spring of even-numbered years.

PED 305 Outdoor Curriculum and Cooperative Activities 3 Credits
Philosophy, teaching methods, programming and safety management. Activities may include initiatives, new games, problem solving, trust activities, ropes course, cycling, mountain biking, rock climbing, rappelling, cross-country skiing and others.
Offered: fall of even-numbered years.

PED 306 Early Field Experience Elementary Physical Education 0 Credits
The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 307 Early Field Experience Secondary Physical Education 0 Credits
The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 311 Movement Education and Elementary Activities 3 Credits
Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.
Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 351 Coaching Theory and Techniques 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children and young adults. Many participate at the ‘house’ league level, while others are involved with more competitive and elite programs. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, ethics and values clarification. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Offered: fall.
PED 354 Adapted Physical Education 3 Credits
Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population. Service-Learning required.
Restriction: must be physical education or physical and health education major.
Fulfills College Core: Diversity
Offered: fall.

PED 360 Human Growth and Motor Development 3 Credits
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.
Restriction: must be physical education or physical and health education major.
Offered: fall.

PED 365 Principles and Philosophy of Coaching 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Restriction: KIN department majors only.
Offered: spring.

PED 371 Assessment in Physical Education 3 Credits
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.
Restriction: must be physical education or physical and health education major; permission of program director.
Offered: spring.

PED 372 Seminar in Kinesiology 3 Credits
The course requires students to engage in professional writing; students will be taught how to conduct and write about a given topic. All course-content will be research-based, and students will be encouraged to see the connections between the research used throughout the class and the specific topic they are reviewing for the extended writing project.
Restriction: KIN department majors only.
Fulfills College Core: Advanced Writing-Intensive
Offered: spring.

PED 380 Concepts of Teaching Sport Skills 3 Credits
The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.
Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 441 Teaching Methods in Physical Education 3 Credits
Development, implementation and integration of a physical education program; teaching strategies for K-12 physical education with emphasis on New York and national learning standards in Physical Education.
Prerequisite: signature of program director. Restriction: permission of program director.
Fulfills College Core: Oral Communication
Offered: fall.

PED 441L Teaching Practicum in Physical Education 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence 12 Credits
Two seven-week, full-time student teaching experiences with one placement in an elementary school (Grades 1-6) and the other placement in a high school (Grades 7-12) culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: Completion of all other course requirements and department approval, and minimum GPA of 2.7 in all major courses. Corequisite: EDU 497 & EDU 498. Restriction: permission of program director.
Offered: fall & spring.

Physical Education/Health Education (BS)

Co-Chairs: Nicholas Lorgnier and Shawn O'Rourke
Director: Clancy M. Seymour, Ed.D.

Introduction
The Physical and Health Education Teacher Education (P/HETE) program strives to develop a well-rounded professional who has special knowledge and skills in the areas of movement and sport and their interrelated disciplines. Major emphasis is placed on the development of educational and performance foundations which will prepare an individual to teach in kindergarten through grade 12 or to pursue professional growth through further study and/or graduate work. Additional information is available at the program website (https://www.canisius.edu/academics/programs/physical-education-health/).

Candidates enjoy a continuous and extensive program of clinical and laboratory experiences at the college and through our collaboration with our professional development schools which provide opportunities for in-school observations, micro-teaching, tutoring, and large-group instruction. These experiences help to ensure that the program remains responsive to the needs of the candidates, students and the profession. This program of instruction incorporates the standards established for physical education and health at the local school district level, the New York State learning standards for health and physical education, the guidelines set forth by the Society of Health and Physical Educators (SHAPE) America. The teacher certification option culminates with a fourteen-week student teaching experience in the K-12 schools. Each teacher candidate is given the opportunity to experience the privileges and responsibilities of a full-time teacher on both the elementary and secondary levels. An individual choosing to graduate
without completing student teaching must fulfill this credit requirement in consultation with his or her advisor.

Qualifications
Academic Criteria for Endorsement and Completion of Program:

- Cumulative GPA of 2.7 or higher
- Grades of C or higher in major courses
- Satisfactory performance in field placements
- Satisfactory completion of all program common assignments including submission on TaskStream.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50).

Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Pedagogical Core</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>EDU 100</td>
<td>Exploring the Teaching Profession</td>
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<td>EDU 123</td>
<td>Technology in Education 1</td>
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<td>EDU 223</td>
<td>Technology in Education 2</td>
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<tr>
<td>EDU 323</td>
<td>Technology in Education 3</td>
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<td></td>
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<td>EDU 250</td>
<td>Foundations of Education</td>
<td>3</td>
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<tr>
<td>EDU 495</td>
<td>Child Abuse Workshop</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EDU 496</td>
<td>Prevention of School Violence Workshop</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>EDU 497</td>
<td>Dignity for All Students Act (DASA) Workshop</td>
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</tr>
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<td>EDU 498</td>
<td>Student Teaching Seminar</td>
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<td>PED 372</td>
<td>Seminar in Kinesiology</td>
<td>3</td>
<td></td>
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<tr>
<td>PED 380</td>
<td>Concepts of Teaching Sport Skills</td>
<td>3</td>
<td></td>
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<tr>
<td>PED 441</td>
<td>Teaching Methods in Physical Education</td>
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<td></td>
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<tr>
<td>PED 441L</td>
<td>Teaching Practicum in Physical Education</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>PED 493</td>
<td>Student Teaching Physical Education/Health: Childhood and Adolescence</td>
<td>12</td>
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</tr>
<tr>
<td>SPE 341</td>
<td>Inclusive Strategies</td>
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Physical Education Courses

<table>
<thead>
<tr>
<th>Code</th>
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<tbody>
<tr>
<td>KIN 235</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 494</td>
<td>Capstone in Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>PED 203</td>
<td>Lifetime and Fitness Activities</td>
<td>3</td>
</tr>
<tr>
<td>PED 204</td>
<td>Games and Sports</td>
<td>3</td>
</tr>
<tr>
<td>PED 207</td>
<td>Individual Performance and Dance Activities</td>
<td>3</td>
</tr>
<tr>
<td>PED 305</td>
<td>Outdoor Curriculum and Cooperative Activities</td>
<td>3</td>
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<tr>
<td>PED 306</td>
<td>Early Field Experience Elementary Physical Education</td>
<td>0</td>
</tr>
<tr>
<td>PED 307</td>
<td>Early Field Experience Secondary Physical Education</td>
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</tr>
<tr>
<td>PED 311</td>
<td>Movement Education and Elementary Activities</td>
<td>3</td>
</tr>
<tr>
<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PED 354</td>
<td>Adapted Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>PED 360</td>
<td>Human Growth and Motor Development</td>
<td>3</td>
</tr>
<tr>
<td>PED 371</td>
<td>Assessment in Physical Education</td>
<td>3</td>
</tr>
</tbody>
</table>

Health Education Courses

<table>
<thead>
<tr>
<th>Code</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>BIO 114 &amp; 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 115 &amp; 115L</td>
<td>Musculoskeletal Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>HED 115</td>
<td>Basic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HED 205</td>
<td>Wellness and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>HED 220</td>
<td>Healthy Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>HED 308</td>
<td>Early Field Experience Health</td>
<td>0</td>
</tr>
</tbody>
</table>
Because students are receiving dual certification, they must complete a minimum of 128 credit hours for this major.

**Major Experiences**

All students in the physical education/health major must meet and continue to meet the professional standards of the program. No one who jeopardizes the health or well-being of a student, classmate or him or herself will continue as a student in the program. All students must possess the necessary physical attributes and exhibit qualities of good judgment and emotional stability. The physical education/health program reserves the right to limit attire and adornments (such as clothing, jewelry, piercing, tattooing) of the body, hands, face, and oral cavity. The program assessment handbook outlines the enforcement of this policy. In all cases, the final appeal may be made to the Program Director/Department of Kinesiology chair.

**Additional Considerations and Requirements**

All P/HETE field experiences (early field, practicum, and student-teaching) are in the local Western New York area and transportation is required. Out-of-area field experiences must be approved by the Program Director and include an additional fee for each placement. PED 306 and PED 307 require 30 hour field experiences in a K-12 physical education setting, while HED 308 is a 50 hour field experience in health education. PED 441 Lab must be taken in the last semester before student teaching. Proof of professional association membership and current Lifeguarding/CPR/AED certifications must be provided prior to student-teaching. While foreign language is not required for graduation, secondary language proficiency must be demonstrated for New York State licensure. P/HETE majors should consult their advisor for additional course considerations.

**Roadmap**

**Recommended Semester Schedule for Major Course Requirements**

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>BIO 114 &amp; 114L</td>
<td>BIO 115 &amp; 115L</td>
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<tr>
<td>EDU 100</td>
<td>EDU 123</td>
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<tr>
<td>ENG 111</td>
<td>ENG 112</td>
</tr>
<tr>
<td>PED 204 or 305</td>
<td>HED 115 or 220</td>
</tr>
<tr>
<td>Field 3 or Field 7</td>
<td>PED 203 or 207</td>
</tr>
</tbody>
</table>

| Sophomore | | |
|-----------|-----------|
| Fall | Spring |
| HED 115 or 220 | HED 205 (or Field 4) |
| HED 205 (or Field 4) | KIN 235 or EDU 250 (Co-Req EDU 495/EDU 496) |
| HED 361 | PED 203 or 207 |
| KIN 235 or EDU 250 (Co-req EDU 495/EDU 496) | PED 306 (30hrs Elementary PE) |
| PED 204 or 305 | PED 311 |

**Learning Goals & Objectives**

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Coaching Minor Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>PED 365</td>
<td>Principles and Philosophy of Coaching</td>
<td>3</td>
</tr>
<tr>
<td>PED 380</td>
<td>Concepts of Teaching Sport Skills</td>
<td>3</td>
</tr>
<tr>
<td>HED 115</td>
<td>Basic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>HED 337</td>
<td>Exercise Principles and Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

Select one of the following KIN or HED electives (approved by Coaching Minor Advisor): 3 credits

HED 220       Healthy Behaviors        3 Credits
HED 425       Evolution of Disease and Illness 3 Credits
KIN 170       Emergency Care           3 Credits
KIN 336       Physiology of Exercise    3 Credits
KIN 420       Strength & Conditioning Applications 3 Credits

Total Credits: 18

Note: Dr. Clancy M. Seymour serves as the advisor for the coaching minor program in the Department of Kinesiology.

Courses

HED 115 Basic Nutrition 3 Credits
This course will address all aspects of proper nutrition. The class will address material such as macronutrients, micronutrients, daily caloric intake and portion sizes. Students will gain knowledge of nutrition through class lectures, interactive activities and peer presentations. Upon successful completion of the course, students will have a working knowledge of proper nutrition and appropriate dietary habits.
Offered: fall & spring.

HED 205 Wellness and Fitness 3 Credits
Lecture and laboratory. Skills, teaching methods, resource units, evaluative instruments, teaching aids, leading to an overall understanding of the principles of health and wellness. Focus on physical fitness testing, cardiovascular exercise, muscular strength, muscular endurance, flexibility and body composition. There is additional focus on special populations, childhood obesity and the development of a personal fitness program.
Prerequisite: BIO 114 & BIO 114L with a minimum grade of C.
Offered: every fall & spring.

HED 220 Healthy Behaviors 3 Credits
Examines health determinants and the effects on all seven dimensions of health. Assessment of personal lifestyle behaviors and factors influencing current and relevant health issues. Emphasis on personal behavior modification to practice health-enhancing behaviors and to reduce health risks. Guidelines for healthy practices related to nutrition, mental health, cancer prevention, HIV/STDs, cardiovascular disease, stress management, sexuality, physical fitness, drugs and alcohol and relationships. Establishes foundation for living healthy and productive lives.
Offered: fall & spring.

HED 308 Early Field Experience Health 0 Credits
The teacher candidate will participate in K-12 school level health education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local health educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

HED 321 Lifeguard, C.P.R., First Aid, WSI 3 Credits
Knowledge, skill techniques and appreciations necessary to meet certification requirements of the American Red Cross. Certification fee required for this course.
Prerequisite: department swimming test and completion of departmental recommendation. Restriction: must be in the undergraduate or graduate must be physical education program.
Offered: fall.
HED 325 School Health 3 Credits
Students explore the most prevalent health and safety issues of school-aged children and youth and examine rationale for health education, theories, methods, strategies, and techniques of health education program planning. Additionally, students will plan effective comprehensive school health education programs: integration of school and community services.
Restriction: must be physical education or physical and health education major.
Offered: spring.

HED 326 School Health Curriculum 3 Credits
Students will practice strategies and methodologies needed for effectively teaching health education. Students may participate in 50 hours of field experience, if they have not already done so, and will analyze experiences as a process to improving instruction. Students will demonstrate their ability to plan for instruction by writing and implementing learning experiences that meet the National Health Education Standards.
Restriction: must be physical education or physical and health education major.
Offered: every fall.

HED 337 Exercise Principles and Applications 3 Credits
This course will address the many aspects of fitness and exercise. Students will experience classroom lecture as well as practical experience in the weight room and other alternative exercise facilities. Students will gain experience in the proper design of exercise programs and will understand the importance of periodization as it relates to exercise. Upon successful completion of this course, the student will have a vast knowledge of the principles surrounding strength and conditioning.
Prerequisite: minimum grade of C in BIO 114 & BIO 114L.
Offered: fall & spring.

HED 361 Psychology of Sport and Mental Health 3 Credits
This course addresses sport psychology from a sports studies perspective incorporating interdisciplinary knowledge from the social sciences. It is an appropriate approach for many students seeking to understand the psychological processes facing athletes in a competitive environment. Considerable interest surrounds the efforts of sport psychologists to optimize the performance of those characters we call athletes - the sport heroes of our society. Superior athletic performance has long held great intrigue. Tremendous improvements in the identification and measurement of the psychological factors related to athletic performance have resulted in significant improvements in an athlete’s ability to produce top level performance on a consistent basis. This course focuses on the application of these psychological principles by athletes, coaches and sport psychology consultants in what has been a quest to produce the ultimate athlete.
Fulfills College Core: Field 5 (Social Sciences)
Offered: fall & spring.

HED 425 Evolution of Disease and Illness 3 Credits
Overview of humanity’s triumphs and failures in the ongoing fight against illness and disease. Explores history of disease, current health issues and trends to determine outlook for emerging health concerns of the future. Examines various models of disease to explain disease agents and route of transmission throughout the body’s systems. Analysis of disease occurrence, predisposing factors, body’s immune response, symptoms, prevention, treatment and control.
Offered: fall & spring.

PED 203 Lifetime and Fitness Activities 3 Credits
A content-focused physical education course that includes an emphasis on sport and fitness being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these activities. Improving or maintaining fitness will be the focus of this class and might include activities like, but not limited to yoga, pilates, resistance training, spinning, running, fitness walking, fitness swimming, water polo, kickboxing, cardio-kick, zumba and exergaming. A 4-5 week unit on aquatics will also be included in this course. The course also provides coinciding opportunities to gain awareness of cultural variations and regional circumstances, through the lens of a particular sport. Students will be required to demonstrate movement competence in various sports and activities.
Fulfills College Core: Global Awareness
Offered: spring of odd-numbered years.

PED 204 Games and Sports 3 Credits
A content-focused physical education course that includes an emphasis on sport being a learning atmosphere for global awareness. While, the course exposes students to many common and unique sports, it also serves to expose students to other cultures that participate in these activities. This includes the game categories of invasion, net/wall, target and fielding/striking. It also provides coinciding opportunities to gain awareness of cultures, and communities, and societies, through the lens of a particular sport. Students will be required to demonstrate movement competence in various game categories (invasion, net and target, etc.).
Fulfills College Core: Global Awareness
Offered: fall of odd-numbered years.

PED 207 Individual Performance and Dance Activities 3 Credits
Students will learn appropriate organization and teaching progressions for various forms of individual-performance and dance activities taught in the P-12 curricula. Might include, but are not limited to gymnastics, figure skating, track and field, multi-sport events, in-line skating, wrestling, self-defense and skateboarding. Dance or rhythms activities that may focus on, but not limited to dance forms such as creative movement and dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.
Offered: spring of even-numbered years.

PED 305 Outdoor Curriculum and Cooperative Activities 3 Credits
Philosophy, teaching methods, programming and safety management. Activities may include initiatives, new games, problem solving, trust activities, ropes course, cycling, mountain biking, rock climbing, rappelling, cross-country skiing and others.
Offered: fall of even-numbered years.

PED 306 Early Field Experience Elementary Physical Education 0 Credits
The teacher candidate will participate in K-6 elementary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 307 Early Field Experience Secondary Physical Education 0 Credits
The teacher candidate will participate in 7-12 secondary physical education. To successfully complete this experience the candidate will complete a 30 hour placement with an assigned local physical educator.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.
PED 311 Movement Education and Elementary Activities 3 Credits
Conceptual bases, perceptual-motor development and practical applications of movement education. Development, implementation and integration of a physical education program; teaching strategies geared to the elementary level classroom with emphasis on New York and national learning standards in Physical Education. Field experience required.
Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 351 Coaching Theory and Techniques 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children and young adults. Many participate at the ‘house’ league level, while others are involved with more competitive and elite programs. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, ethics and values clarification. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Offered: fall.

PED 354 Adapted Physical Education 3 Credits
Designed to provide students with an exposure to education, physical education, sport and recreational programming for children with disabilities. Content focuses on variety of disabilities eligible for service under the Individuals with Disabilities Act (IDEA) and the ability to design, conduct, and assess a physical education program that is appropriate for this population. Service-Learning required.
Restriction: must be physical education or physical and health education major.
Fulfills College Core: Diversity
Offered: fall.

PED 360 Human Growth and Motor Development 3 Credits
Examination of principles of growth and developmental theory with an emphasis on factors affecting changes in movement potential of individuals.
Restriction: must be physical education or physical and health education major.
Offered: fall.

PED 365 Principles and Philosophy of Coaching 3 Credits
Coaching is a service activity, which can be experienced as a volunteer, as a paid part-time position or can lead to a full-time profession. The athletes we work with are children, young adults and students. Winning is an important aspect of coaching, however providing a positive athletic experience is essential. Winning may take a secondary role to the development of fundamental skills in many situations. This course focuses upon the principles of effective coaching including the role of the coach, practice planning, leadership styles, organization and management, ethics and values clarification, goal setting, communication, career objectives, coaching burn-out and sport psychology. The overriding theme examines the interpersonal strategies leading to a productive coach-athlete relationship.
Restriction: KIN department majors only.
Offered: spring.

PED 371 Assessment in Physical Education 3 Credits
This course will introduce the teacher candidate to assessment and its role in the physical education profession. Topics include fitness testing, integrating physical education assessment tools, and basic statistics. In addition, there will be a focus on the evaluation of the New York State Standards, authentic assessments and SHAPE America guidelines.
Restriction: must be physical education or physical and health education major; permission of program director.
Offered: spring.

PED 372 Seminar in Kinesiology 3 Credits
The course requires students to engage in professional writing; students will be taught how to conduct and write about a given topic. All course-content will be research-based, and students will be encouraged to see the connections between the research used throughout the class and the specific topic they are reviewing for the extended writing project.
Restriction: KIN department majors only.
Fulfills College Core: Advanced Writing-Intensive
Offered: spring.

PED 380 Concepts of Teaching Sport Skills 3 Credits
The purpose of this course is to give each student an in depth exposure to and an understanding of the various motor learning principles and factors influencing the acquisition of motor skills. The central focus of the course will be directed to the learning process. Age appropriate activities and instructional guidelines will be examined. This includes the variables related to the learner, the skills to be acquired and the instructional procedures that can be used by the physical educator, coach or exercise specialist.
Restriction: must be physical education or physical and health education major.
Offered: spring.

PED 441L Teaching Practicum in Physical Education 3 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Fulfills College Core: Oral Communication
Offered: fall.

PED 441L Teaching Practicum in Physical Education 0 Credits
The teacher candidate will train for student teaching at the K-12 school level. To successfully complete this experience the candidate will finish a series of modules designed to bridge the gap between the college classroom and the teaching setting.
Prerequisite: signature of program director. Restriction: permission of program director.
Offered: fall & spring.

PED 493 Student Teaching Physical Education/Health: Childhood and Adolescence 12 Credits
Two seven-week, full-time student teaching experiences with one placement in an elementary school (Grades 1-6) and the other placement in a high school (Grades 7-12) culminating in preparation for teacher certification. Grade: Pass/Fail. The combination of PED 493, EDU 495, EDU 496, EDU 497, and EDU 498 during the student teaching semester will count as a full semester of three courses, 15 credit hours.
Prerequisite: Completion of all other course requirements and department approval, and minimum GPA of 2.7 in all major courses. Corequisite: EDU 497 & EDU 498. Restriction: permission of program director.
Offered: fall & spring.
Special Education/Childhood Ed (BS)

Chair: Barbara A. Burns, PhD

Introduction
This major prepares candidates in Childhood Education which covers Grades 1-6 and Childhood Special Education which covers Grades 1-6 for Students with Disabilities. It contains pedagogical knowledge and skills to ensure that candidates are qualified to teach at these levels and in high needs classroom settings. Many courses are infused with field experiences so candidates build skill as they progress through the program. In addition, each candidate must take coursework as set forth in the Canisius College Core Curriculum and must also choose a 30 credit liberal arts concentration to ensure that they have the content knowledge necessary to teach children from Grades 1-6 in general and special education settings. More information can be found at the program website (https://www.canisius.edu/academics/programs/special-education-childhood-education-undergraduate/). (http://www.canisius.edu/teacher-ed/special-ed/)

Qualifications
Students must meet the requirements at all transition points in order to graduate with an education degree and be recommended for teacher certification. Please see School of Education and Human Services website for transition point requirements (https://catalog.canisius.edu/undergraduate/school-education-human-services/#assessmenttext).

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student's first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.
Foreign Language Requirement \(^1\) 0-3
Total Credits 69-72

\(^1\) Requirement can be waived if student received a grade of "B" or higher for three years of foreign language taken in high school or received an 85 or higher on NYS Regents Exam.

Optional Extensions to Teach at Additional Grade Levels

Middle Childhood Extension
Candidates wishing to obtain an extension to teach grades 7-9 in their area of concentration (English, Mathematics, Social Studies, or Spanish) must take EMC 352 and EMC 391 in addition to the courses listed.

Initial Early Childhood Certification
Candidates wishing to obtain a certification to teach grades B-2 are advised to take two early childhood courses that focus on learning and development and methods of instruction in addition to the courses listed, and apply for an individual evaluation of credentials through NYSED or the BOCES Regional Certification Office. Courses that students have taken in the past include EDY 208 and EDY 209.

Additional Curriculum Requirements
Childhood majors need to choose one of the following academic concentrations: English, Mathematics, Music, Science, Social Studies, Spanish, or Social Justice.

**English Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111</td>
<td>Academic Writing</td>
<td>3</td>
</tr>
<tr>
<td>ENG 112</td>
<td>Writing about Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENG 299</td>
<td>Introduction to English Studies (^1)</td>
<td>3</td>
</tr>
<tr>
<td>Two 200-level literature courses</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>One pre-1900 American Literature course (^2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One pre-1800 British Literature course (^3)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Shakespeare course (^4)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Two writing courses (^5)</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

\(^1\) Must take at least one 200-level literature course before taking ENG 299.

\(^2\) Choose from ENG 315, ENG 316, ENG 319, or ENG 396 (if the topic is American Literature)

\(^3\) Choose from ENG 233, ENG 301, ENG 305, ENG 306, ENG 332, ENG 347, ENG 370, or ENG 373.

\(^4\) Choose from ENG 322 and ENG 323.

\(^5\) Choose from EDU 410, ENG 205, ENG 294, ENG 383, ENG 385, ENG 388, ENG 389, ENG 391, ENG 392, ENG 393, ENG 411, or ENG 490.

**Mathematics Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT 111</td>
<td>Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>MAT 112</td>
<td>Calculus II</td>
<td>4</td>
</tr>
<tr>
<td>MAT 219</td>
<td>Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 230</td>
<td>Logic, Set Theory, and Proofs</td>
<td>4</td>
</tr>
<tr>
<td>MAT 311</td>
<td>Abstract Algebra</td>
<td>4</td>
</tr>
<tr>
<td>MAT 331</td>
<td>Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MAT 351</td>
<td>Probability &amp; Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>MAT 211</td>
<td>Calculus III</td>
<td></td>
</tr>
<tr>
<td>Computer Science elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>MAT 222</td>
<td>Differential Equations</td>
<td></td>
</tr>
<tr>
<td>Math elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 32-34

**Music Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAM 115</td>
<td>Fundamentals of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 119</td>
<td>Masterpieces of Music</td>
<td>3</td>
</tr>
<tr>
<td>FAM 210</td>
<td>Keyboard Musicianship</td>
<td>3</td>
</tr>
<tr>
<td>FAM 230</td>
<td>Music Theory I</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 230L &amp; Music Theory I Lab</td>
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<td></td>
</tr>
<tr>
<td>FAM 240</td>
<td>Music Theory II</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 240L &amp; Music Theory II Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAM 330</td>
<td>Music Theory III</td>
<td>4</td>
</tr>
<tr>
<td>&amp; 330L &amp; Music Theory III Lab</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Music Literature I course (^1)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Music Literature II course (^2)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>One Music elective (^3)</td>
<td>3</td>
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</tr>
</tbody>
</table>

**Total Credits** 30

\(^1\) Choose from FAM 216, FAM 217, FAM 218, FAM 219, or FAM 220.

\(^2\) Choose from FAM 123, FAM 124, or FAM 224.

\(^3\) Choose any 3-credit course with an FAM prefix.

**Social Studies Concentration**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 325</td>
<td>Introduction to Physical Geography</td>
<td>3</td>
</tr>
<tr>
<td>PSC 104</td>
<td>American Political Process</td>
<td>3</td>
</tr>
<tr>
<td>HIS 107</td>
<td>History of Modern Europe to 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 108</td>
<td>History of Modern Europe since 1815</td>
<td>3</td>
</tr>
<tr>
<td>HIS 109</td>
<td>History of Asia to 1800</td>
<td>3</td>
</tr>
<tr>
<td>HIS 123</td>
<td>History of the United States: The Colonial Period to Reconstruction</td>
<td>3</td>
</tr>
<tr>
<td>HIS 124</td>
<td>History of the United States: 1877 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIS 255</td>
<td>African American History</td>
<td>3</td>
</tr>
<tr>
<td>One European or Asian/African/Latin American History elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**European History Options**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 213</td>
<td>Twentieth Century Europe</td>
<td></td>
</tr>
<tr>
<td>HIS 220</td>
<td>The History of Food</td>
<td></td>
</tr>
<tr>
<td>Asian/African/Latin American History Options</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HIS 110</td>
<td>History of Asia Since 1800</td>
<td></td>
</tr>
<tr>
<td>HIS 131</td>
<td>Latin American History to 1830</td>
<td></td>
</tr>
<tr>
<td>HIS 132</td>
<td>Latin American History since 1830</td>
<td></td>
</tr>
<tr>
<td>HIS 220</td>
<td>The History of Food</td>
<td></td>
</tr>
<tr>
<td>HIS 263</td>
<td>Wars of Latin America</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits** 30
The Making of Modern Africa

Note: HIS 382 is highly recommended for students intending to teach in New York State.

### Social Justice Concentration

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC 273</td>
<td>Social Movements and Social Change</td>
<td>3</td>
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</table>

#### Research Courses (select two of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANT 351</td>
<td>Qualitative Research Methods</td>
<td></td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td></td>
</tr>
<tr>
<td>SOC 342</td>
<td>Quantitative Research Methods</td>
<td></td>
</tr>
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</table>

#### Skills Classes (select two of the following)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 201</td>
<td>Oral Communication</td>
<td></td>
</tr>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td></td>
</tr>
<tr>
<td>ECO 311</td>
<td>Metropolitan Economic Development and GIS</td>
<td></td>
</tr>
<tr>
<td>PSY 329</td>
<td>Leadership and Motivation</td>
<td></td>
</tr>
<tr>
<td>HSV 360</td>
<td>People Helping Skills</td>
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</table>

#### Four Electives (from your focus: Local/Urban or Global)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 212</td>
<td>Social and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>IGSR 300</td>
<td>Immersion East Side Seminar</td>
<td></td>
</tr>
<tr>
<td>HIS 255</td>
<td>African American History</td>
<td></td>
</tr>
<tr>
<td>CRJ 337</td>
<td>Violence and the Family</td>
<td></td>
</tr>
<tr>
<td>SOC 291</td>
<td>Gender and Society</td>
<td></td>
</tr>
<tr>
<td>SOC 355</td>
<td>Deviant Behavior</td>
<td></td>
</tr>
<tr>
<td>PSY 340</td>
<td>Stereotyping and Prejudice</td>
<td></td>
</tr>
<tr>
<td>HSV 301</td>
<td>Social Policies</td>
<td></td>
</tr>
<tr>
<td>or SOC 111</td>
<td>Contemporary Social Problems</td>
<td></td>
</tr>
<tr>
<td>HSV 302</td>
<td>Children, Schools, and the Community</td>
<td></td>
</tr>
<tr>
<td>PSC 237</td>
<td>State and Local Politics</td>
<td></td>
</tr>
<tr>
<td>SOC 340</td>
<td>Sociology of the City</td>
<td></td>
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</table>

#### Local/Urban Focus Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 212</td>
<td>Social and Cultural Diversity</td>
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</tr>
<tr>
<td>IGSR 300</td>
<td>Immersion East Side Seminar</td>
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<tr>
<td>HIS 255</td>
<td>African American History</td>
<td></td>
</tr>
<tr>
<td>CRJ 337</td>
<td>Violence and the Family</td>
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</table>

#### Global Focus Electives

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 122</td>
<td>Sociocultural Anthropology</td>
<td></td>
</tr>
<tr>
<td>HIS 211</td>
<td>Women In The Western World</td>
<td></td>
</tr>
<tr>
<td>HIS 394</td>
<td>Modern Middle East</td>
<td></td>
</tr>
<tr>
<td>HSV 302</td>
<td>Children, Schools, and the Community</td>
<td></td>
</tr>
<tr>
<td>PSC 140</td>
<td>International Relations</td>
<td></td>
</tr>
<tr>
<td>PSC 245</td>
<td>American Foreign Policy</td>
<td></td>
</tr>
<tr>
<td>HSV 300</td>
<td>Social and Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>HIS 356</td>
<td>Modern China</td>
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</table>

#### Elective

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One course from the other focus (either Local or Global)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 30

1 Students who begin language study at the 300-level may substitute additional electives in lieu of the intermediate (200) level courses. Thus, students still will take 10 courses for the concentration.

Please note that this curriculum changed for students who matriculated in fall 2017 or later. Earlier students should consult their original catalog year.

### Roadmap

#### Freshman

**Fall**
- EDE 100
- ECCH 221 (may be used to apply to NYSED or BOCES for early childhood certification)

**Spring**
- EDU 100
- SPE 341
- EDU 123
- EDY 208 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

#### Sophomore

**Fall**
- EDU 250
- EDU 495
- SPE 292
- EDU 496
- EDU 223

**Spring**
- ECCH 222
- SPE 391
- EDY 209 (Optional - may be used to apply to NYSED or BOCES for early childhood certification)

- EMC 391 (Optional - needed for middle childhood extension)

#### Junior

**Fall**
- SPE 311
- EDU 356
- EDU 495
- EDU 496

**Spring**
- SPE 330
- SPE 391
- EMCH 352 (Optional - needed for middle childhood extension)

#### Senior

**Fall**
- SPE 432
- EDU 356
- EDU 428

**Spring**
- SPE 493
- EDU 497
- EDU 498

---

1 The list of courses provided here only includes active courses at the time this catalog was prepared. Additional classes that are added by other departments might also be used to satisfy this requirement. If you think a class should count, please contact the chair of the Teacher Education Department.
Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)
Candidates in the Teacher Education programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Teacher candidates will:

- Acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.
- Know the content they are responsible for teaching, and the pedagogical content knowledge to plan instruction that ensures growth and achievement for all students.

Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Teacher Education programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Teacher candidates will:

- Demonstrate professional dispositions and implement instruction that engages and challenges all students to meet or exceed the learning standards.

Learning Goal 3 (SERVICE)
Candidates in the Teacher Education programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Teacher candidates will:

- Work with all students to create a dynamic learning environment that supports achievement and growth.
  - Use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction for diverse learners.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Teacher candidates will:

- Set informed goals and strive for continuous professional growth.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Teacher candidates will:

- Demonstrate professional responsibility and engage relevant stakeholders to maximize impact on student growth, development, and learning.

Courses

Please note that Students in Special Education also take courses in Teacher Education and Childhood Education. A full list of courses in all Education subjects is available on the Educator Preparation page. (p. 313)

SPE 291 Nature and Needs of CH Students with Learning Disabilities 3 Credits
Describes the effect of mild disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights the CSE process, placement options and instructional strategies in grades one to six.
Requires 20 hours field placement.
Prerequisite: SPE 341. Corequisite: SPE 292.
Offered: every spring.

SPE 292 Remedial Strategies in the Childhood Content Areas 3 Credits
Describes appropriate techniques and materials for instruction to students with disabilities and those at risk of failure. Emphasizes assistive technology for students in childhood classrooms across the curriculum.
Prerequisite: SPE 341. Corequisite: SPE 291.
Offered: every spring.

SPE 311 Nature/Needs of Childhood Students with Intellectual Disabilities & Autism Spectrum Disorders 3 Credits
Describes effects of MR and other developmental disabilities on childhood. Focuses on collaborative strategies for parental involvement. Highlights instructional strategies for grades 1-6 across the continuum of services.
Requires 20 hours field placement.
Offered: occasionally.

SPE 330 Nature/Needs of Childhood Students with Behavioral Disorders 3 Credits
Describes the effect of Emotional and Behavioral Disorders on children and their families. Highlights NYSED Regulations, collaboration and instructional strategies to address academic and behavioral issues. Requires 20 hours of field placement.
Prerequisites: SPE 311 & EDU 356. Corequisite: ECCH 412.
Offered: occasionally.

SPE 341 Inclusive Strategies 3 Credits
Highlights best practices in general education for students with disabilities. Illustrates current developments in special education. Emphasizes collaboration.
Fulfills College Core: Diversity
Offered: every fall, spring, & summer.
SPE 432 Seminar in Teaching and Assessment 3 Credits
Includes practica and seminars that focus on professional reflection and topics related to classroom management, increasing family involvement, teaching to higher standards and assessment at the special education-childhood level. Requires 50 hours of field placement.
Fulfills College Core: Oral Communication

SPE 493 Supervised Student Teaching 12 Credits
Highlights knowledge, skills and dispositions of professional educators.
One full-time 7-week placement in each childhood and special education-childhood classroom requires candidates to become the instructional reader under the supervision of cooperating teachers and college faculty.
Prerequisite: signature, minimum GPA of 2.70, minimum grade of C in each required education course, some schools may require certain health tests.
Corequisite: EDU 494 & EDU 497.
Offered: every spring.

SPE 495 Advanced Research Seminar in Autism 1-6 Credits
Advanced Research Seminar in Autism provides students with advanced clinical and research training in autism spectrum disorder (ASD). The course consists of two distinct but interrelated components including (1) classroom instruction and applied training in evidence-based treatment for children with ASD and (2) hands-on research experience during studies being conducted. Students will learn about ASD and evidence-based treatments, and participate in various studies involving high-functioning youth with ASD. Students also serve as a member of a professional research team.

SPE 499 Independent Study 3 Credits
Independent studies require an application and approval by the associate dean.
Prerequisite: permission of the instructor, department chair, & associate dean.

Health and Wellness (BS)
Co-Chairs: Nicholas Lorgnier and Shawn O'Rourke
Director: Charles Pelitera

Introduction
The major will provide a Bachelor of Science degree that will allow graduates the opportunity to be employed in facilities offering personal health and fitness programs ranging from health clubs and corporate fitness/wellness to physician-based wellness programs. Student eligibility for certification through organizations such as the National Strength and Conditioning Association, American College of Sports Medicine, National Academy of Sports Medicine and American Council on Exercise will be available following completion of the degree. Additionally, a minor in an area such as business could allow the student to pursue management positions in the fitness industry or lead them into areas related to sport administration. More information about opportunities for students is available at the program website (https://www.canisius.edu/academics/programs/health-wellness/).

Many students in health and exercise-related fields go on to graduate school. Students in this major may take electives to meet competitive admissions requirements for graduate programs in related fields. Through the use of guided electives, students will have the ability to complete prerequisites for other health care professions. Examples include professions such as physical therapy, occupational therapy, chiropractic, physician's assistant, and for an exceptional few medical school.

Admission to these graduate programs is extremely competitive and requires a strong academic record and standardized test results and many programs also expect evidence of leadership, service/volunteerism, written and oral communication skills and a working knowledge of the health profession. Students must work closely with the Canisius College Pre-Med director for advisement and the professional school of interest to determine the curriculum electives needed to satisfy necessary prerequisites.

Qualifications
Students must achieve a C or above in the following courses: BIO 114 and lab, BIO 115 and lab, KIN 170, HED 205, HED 337 and KIN 235 and also maintain a 2.3 GPA in their major and a 2.3 overall average to graduate with a degree in Health and Wellness. All students must complete a minimum of 120 credit hours to graduate.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Students interested in graduate work in a pre-professional program (Physical Therapy, Chiropractic, Occupational Therapy, Physician’s Assistant, etc.) should seek advisement through the Canisius College Pre-Med director in addition to the major advisor.

Double Majors
Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines
Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum
An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as "general education" requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they
Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 114 &amp; 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology and Human Biology: Introduction to Human Anatomy and Physiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>BIO 115 &amp; 115L</td>
<td>Musculoskeletal Anatomy and Physiology and Musculoskeletal Anatomy and Physiology Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>KIN 170</td>
<td>Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td>HED 205</td>
<td>Wellness and Fitness</td>
<td>3</td>
</tr>
<tr>
<td>KIN 235</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>HED 115</td>
<td>Basic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 101</td>
<td>Introduction to Psychology I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 102</td>
<td>Introduction to Psychology II</td>
<td>3</td>
</tr>
<tr>
<td>HED 220</td>
<td>Healthy Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>KIN 336 &amp; 336L</td>
<td>Physiology of Exercise and Physiology of Exercise Lab</td>
<td>4</td>
</tr>
<tr>
<td>HED 337</td>
<td>Exercise Principles and Applications</td>
<td>3</td>
</tr>
<tr>
<td>HED 361</td>
<td>Psychology of Sport and Mental Health</td>
<td>3</td>
</tr>
<tr>
<td>HED 425</td>
<td>Evolution of Disease and Illness</td>
<td>3</td>
</tr>
<tr>
<td>ATH 398</td>
<td>Statistics and Research Design</td>
<td>3</td>
</tr>
<tr>
<td>KIN 350</td>
<td>Organization and Administration of Health and Wellness</td>
<td>3</td>
</tr>
<tr>
<td>KIN 498</td>
<td>Internship in Health and Wellness (240 required hours)</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits 54

Additional Course Considerations
Health and Wellness majors should consult their advisor for additional course considerations.

Learning Goals & Objectives

Learning Goal 1 (KNOWLEDGE – Observed in Writing)
Candidates in the Health and Wellness program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:
- Identify and appraise the content of appropriate health information, services and products.
- Assess health behaviors related to fitness, nutrition, relationships, substance use and abuse, and the environment.
- Interpret the scientific literature in regard to aspects of human nutrition.
- Describe how disease and illness affects the various body systems.
Learning Goal 2 (KNOWLEDGE – Observed Skills and Dispositions)
Candidates in the Health and Wellness program will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:
- Design and implement an exercise program for an individual client.
- Develop an exercise progression for a team that reduces risk and maximizes benefit.
- Utilize the epidemiological model of disease and disorders by examining predisposing factors, symptoms, preventions, treatment and control.

Learning Goal 3 (SERVICE)
Candidates in the Health and Wellness programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:
- Design and implement an exercise program for an individual client.
- Develop an exercise progression for a team that reduces risk and maximizes benefit.
- Demonstrate the ability to modify exercise programs based on age, skill, setting, specificity and progress.

Learning Goal 4 (PROFESSIONALISM)
Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:
- Demonstrate and instruct on standardized testing techniques involved in fitness assessment.
- Demonstrate and instruct proper functional movements involved in strength and conditioning.

Learning Goal 5 (LEADERSHIP)
Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Students will:
- Students will develop confidence and proficiency in their ability to communicate health related information through oral communication.
- Students will develop confidence and proficiency in their ability to communicate health related information through written communication.

Minor
Strength and Conditioning Minor (p. 345)

The Strength and Conditioning minor is a common minor for health and wellness and physical education students. The minor provides students with preparation for the fields of strength and conditioning, wellness, and for related graduate work. It also helps students prepare for specialty certifications through the National Strength and Conditioning Association, the American College of Sports Medicine and the National Academy of Sports Medicine. Strength and conditioning courses have specific prerequisites, which are stated in the course descriptions.

Admission to the Strength and Conditioning minor is competitive due to a limited number of student slots available and is based on skills and knowledge competencies acquired in BIO 114 and lab, BIO 115 and lab, and KIN 235. Each course must be completed with a grade of C (2.0) or higher. The applicant must attain a minimum C (2.0) cumulative GPA in these five courses and an overall college GPA of C (2.0) or higher. Majors from other departments are eligible for selection by meeting the above requirements. Students interested in the Strength and Conditioning minor at Canisius College must complete a Change of Major/Minor form. Application for the minor must be completed following enrollment in KIN 235.

Note: Dr. Karl Kozlowski and Dr. Chuck Pelitera serve as advisors for the Strength and Conditioning minor program in the Department of Kinesiology.

Strength and Conditioning Minor Curriculum

<table>
<thead>
<tr>
<th>Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>BIO 114 &amp; 114L</td>
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<td>Musculoskeletal Anatomy and Physiology and Musculoskeletal Anatomy and Physiology Laboratory</td>
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</tr>
<tr>
<td>KIN 235</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 336</td>
<td>Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>HED 337</td>
<td>Exercise Principles and Applications</td>
<td>3</td>
</tr>
<tr>
<td>HED 115</td>
<td>Basic Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>PED 365</td>
<td>Principles and Philosophy of Coaching</td>
<td>3</td>
</tr>
</tbody>
</table>
Human Services (BS)

This major is being discontinued and will not accept new students after September 30, 2020. Students who have declared this major prior to September 30, 2020 will use these standards to complete the program requirements.

Introduction

The field of human services is an applied academic discipline that involves the study of social systems with the goal of finding solutions to prevent and remediate human problems. The discipline seeks to meet basic human needs and advocate for change in societal systems that affect the lives of individuals. In accordance with these goals, the Human Services program is designed to prepare students for professional work in the public, private, non-profit, and for-profit sectors. A degree in Human Services also enables students to pursue graduate studies in social work, counseling, public policy, public administration, and other social sciences programs.

The course work in the major is based on sound theory and research and offers a broad and coherent foundation of knowledge in the discipline. Students have the opportunity to take field-based coursework through practica and supervised internships within human service agencies. The program also offers flexibility, in that students are permitted to choose from one of two tracks:

- Schools and Community
- Child, Youth and Family Development

Please see the department’s website (https://www.canisius.edu/academics/programs/human-services/) for a more detailed description of the program, faculty, facilities, academic and co-curricular opportunities.

Qualifications

Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Human Services. All students must complete a minimum of 120 credit hours to graduate.

Advisement

All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Major Experiences

Human Services majors are encouraged to become active members in the service opportunities provided on campus. Service opportunities include joining the Griffins Giving Back club and attending service trips both domestically and internationally through our Campus Ministry office. Getting involved with organizations such as these can increase one’s awareness of the social problems impacting our society and obtain first-hand experience with the fields they may choose to enter.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

All Human Services Majors

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 204</td>
<td>Interpersonal Communication</td>
<td>3</td>
</tr>
<tr>
<td>COM 302</td>
<td>Small Group Communication</td>
<td>3</td>
</tr>
<tr>
<td>EDE 100</td>
<td>Human Growth and Development - Birth through Childhood</td>
<td>3</td>
</tr>
<tr>
<td>HSV 100</td>
<td>Introduction to Human Services</td>
<td>3</td>
</tr>
<tr>
<td>HSV 201</td>
<td>Introduction to Family Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>HSV 212</td>
<td>Social and Cultural Diversity</td>
<td>3</td>
</tr>
<tr>
<td>HSV 301</td>
<td>Social Policies</td>
<td>3</td>
</tr>
<tr>
<td>HSV 302</td>
<td>Children, Schools, and the Community</td>
<td>3</td>
</tr>
<tr>
<td>HSV 303</td>
<td>Research Methods in the Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>HSV 360</td>
<td>People Helping Skills</td>
<td>3</td>
</tr>
</tbody>
</table>

KIN 420  | Strength & Conditioning Applications          | 3       |

Total Credits  | 26       |
**Major Electives**

In addition to the required courses listed above, you need to choose one of two tracks: schools and community, or child, youth and family development. Each track requires the completion of 3 electives in that specific area. Exceptions can be made in consultation with the program director.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 400</td>
<td>Management of Human Service Agencies</td>
<td>3</td>
</tr>
<tr>
<td>HSV 480</td>
<td>Wellness - Be All That You Can Be</td>
<td>3</td>
</tr>
<tr>
<td>HSV 495</td>
<td>Field Internship</td>
<td>6</td>
</tr>
<tr>
<td>Electives: Choose 3 electives from one of the two tracks listed below</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

51

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**Roadmap**

**Recommended Semester Schedule for Major Course Requirements**

**Freshman**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 100</td>
<td>HSV 201</td>
</tr>
</tbody>
</table>

EDE 100 or EDS 101 (depending on preference to work with children or adolescents)  
COM 204

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**Sophomore**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 301</td>
<td>HSV 212</td>
</tr>
<tr>
<td>COM 302</td>
<td>HSV 360</td>
</tr>
</tbody>
</table>

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**Junior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 303 (may be taken fall or spring)</td>
<td>HSV 303 (may be taken fall or spring)</td>
</tr>
<tr>
<td>Major Elective</td>
<td>Major Elective</td>
</tr>
<tr>
<td>HSV 400</td>
<td>Major Elective</td>
</tr>
<tr>
<td>Major Elective</td>
<td>concentration requirement</td>
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</tbody>
</table>

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**Senior**

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSV 480 (Capstone)</td>
<td>HSV 480</td>
</tr>
<tr>
<td>Major Elective</td>
<td>HSV 495</td>
</tr>
</tbody>
</table>

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**Learning Goals & Objectives**

**Learning Goal 1:** Candidates in the Human Services Program will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Students will:

- Demonstrate knowledge of the basic concepts and theories of the field of human services
- Demonstrate knowledge of research methodologies used in the field of human services
- Demonstrate and understanding of how individuals, families, and cultures function in society and the relationships among societal structures.

**Learning Goal 2:** Candidates in SEHS programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:

- Apply human services concepts and theories to specific problems of human society
- Apply quantitative and qualitative research methodologies to solve problems in society
- Demonstrate good people helping and communication skills
- Demonstrate effective leadership skills

**Learning Goal 3:** Candidates in SEHS programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:
- Actualize the Canisius College Jesuit mission by providing “cura personalis” to clients of human service agencies
- Understand how personal and societal change takes place and how to facilitate change in a constructive way
- Acquire and apply ethical and moral decision making practices in the field of human services.
- Demonstrate best practices in the field of human services

**Learning Goal 4:** Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:

- Learn evidence-based intervention strategies in the field of human services
- Learn evidence-based assessment instruments to measure program quality and to use the evidence to make effective changes in professional practice
- Learn fundamentals of designing and managing professional agencies and how to adapt in response to individual, familial, and societal demands.

**Learning Goal 5:** Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community

Students will:

- Demonstrate the ability to reflectively connect their efforts to the success and well-being of those that they serve.

**Courses**

**HSV 100 Introduction to Human Services** 3 Credits
This course explores the historical context and the current structure and function of the field of human services. The student will become knowledgeable about the many roles and functions of human service professionals and the primary intervention strategies utilized in the field. The special populations served in the human services profession will be examined. Various topics include the bio-ecological systems theory, values and ethical dilemmas, the social welfare system, human diversity, legal issues, program planning and organization, agency administration, and people helping skills.
*Offered: every fall.*

**HSV 201 Introduction to Family Dynamics** 3 Credits
This course consists of an overview of the dynamics of family relationships and issues related to families and relationships. The purpose of this course is to provide students with a basic understanding of family theory and an introduction to systematic approaches and techniques when working with couples and families. This didactic class includes lecture and PowerPoint presentations, videos and demonstrations, small group discussions, whole class discussions, and written assignments.

**HSV 212 Social and Cultural Diversity** 3 Credits
This course is designed to address contemporary issues of cultural and social diversity in the United States. Its main goal is to help students develop through understanding of how social and cultural diversity impacts one’s life. It also emphasizes the importance of becoming a culturally and socially competent person to better serve the needs of an increasingly globalized society.
*Fulfills College Core: Diversity*
*Offered: every spring.*

**HSV 301 Social Policies** 3 Credits
This course examines the characteristics of social policy in general and in education in particular. Special attention is given to policy development and implementation in relation to its effects on underprivileged populations in U.S. society. Within a historical and political context, current social policies are examined in terms of their underlying assumptions and values as well as their ethical implications. Strengths and weaknesses of current policies are also analyzed. Policies under consideration include agency policies, local ordinances, state and federal legislation, and global trends.
*Fulfills College Core: Ethics, Field 5 (Social Sciences)*

**HSV 302 Children, Schools, and the Community** 3 Credits
This course is designed to examine the contexts in which a child develops, the relationships of the people in them, and the interactions that take place within and between contexts. There is growing consensus that the needs of children and families must be understood from an integrated systems perspective (i.e., ecological systems theory). The welfare of children is highly interrelated to their families’ well-being. Families, irrespective of culture or social class, cannot be separated from the broader social systems within which they are embedded. These major systems include informal support systems (e.g., friends, neighbors, and relatives) in addition to formal support systems, such as those relating to health, education, employment, religion, recreation, housing, and social welfare.

**HSV 303 Research Methods in the Social Sciences** 3 Credits
Students will develop an understanding of the research process by learning how to critically analyze research studies, discuss ethical considerations in conducting research, and discuss the importance of scientific research for educational policy and practice. Each student will conduct an original research study and present their findings to demonstrate understanding of the research process.
*Offered: fall.*

**HSV 360 People Helping Skills** 3 Credits
This course will focus on essential and successful professional people-helping skills in the field of Human Services. Basic skills such as attending, listening, empathic responding, reflecting, appropriate questioning, treatment plans, and problem management will be identified. The course is designed to be highly interactive, and students will have the opportunity to participate in discussions and practice a variety of skills.
*Offered: Fall*

**HSV 400 Management of Human Service Agencies** 3 Credits
This course examines the fundamentals of program development and administration of human services organizations. Emphasis will be placed on program structure, planning, strategies, and evaluation. There is a growing need for human services students to be exposed to managerial and supervisory issues relative to the operation of community agencies. This course will provide students with classroom instruction and practicum experience in a community agency.
HSV 480 Wellness - Be All That You Can Be  
This course explores the many issues related to personal well-being. Wellness is regarded as a healthy balance between mind, body, and spirit. According to the National Wellness Institute, wellness is a process by which we actively seek to optimize ourselves occupationally, physically, socially, intellectually, spiritually, and emotionally. Approaches to wellness exist in most fields involving human services such as counseling, medicine, education, and management. Components of wellness include healthy food, clean environments, regular exercise, adequate rest, safe living conditions, productive work, balancing work and family, and spiritual awareness. What does it take to reach our potential? What are obstacles to wellness? How can wellness exist in nations that have few opportunities for healthy eating, productive work, or sanitary living conditions?.
Fulfills College Core: Core Capstone

HSV 495 Field Internship  
The required six-credit internship provides students with a professionally supervised field experience in a human service agency. During the internship experience, students will have the opportunity to apply theory and knowledge of the work environment and to expand their professional practice skills. Students will have the opportunity to develop client communication skills, cultural competence and will learn to infuse their practice with ethics and professionalism.

HSV 498 Practicum in Human Services  
Student experientially learns human service functions in compatibly matched professional setting. Faculty and on-site supervision. Pass/fail. Applications on Department website.
Prerequisite: junior or senior standing, minimum overall GPA of 2.50, minimum human services average of 2.70, & approval by department faculty.
Restriction: must be human services (HSV) major.

Professional and Technical Studies (BS)

Introduction
The Professional and Technical Studies (PTS) completion degree is designed for graduates with an Associate’s degree from accredited community or technical colleges to transfer into Canisius with a total of 60 credit hours. Canisius will also accept applicants who have not completed a two-year degree. The number of transfer credits accepted will be determined on a case-to-case basis. All students will be required to fulfill the minimum of 120 credits needed to earn a bachelor’s degree. The completion of the Canisius core curriculum will be required within those credit hours. The Canisius core curriculum is an interdisciplinary study of science, social science, and humanities that best represents the goals and values of a Jesuit education. The balance of the core curriculum will be free elective courses, which a student may use in multiple ways to their advantage. While completing the minimum of 120 credit hours within the core curriculum and free electives, at least 36 credit hours must be completed at the 300 – 400 course level.

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to fulfill requirements for graduation.

Advisement
All students will have access to full advisement services. Students should work closely with their advisors in discussing career expectations, choosing their electives, and developing their academic program.

Curriculum

An Ignatian Foundation
All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives
Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements
The requirements for this program are specific to a student’s background, prior education, and coursework. For most students in this program, these requirements are met by coursework in the program that they completed at another institution.

Other curricular requirements
Students must complete a minimum of 36 credits at the 300- or 400-level.

Sport Management (BS)

Co-Chairs: Nicholas Lorgnier and Shawn O’Rourke
Director: Shawn O’Rourke

Introduction
If you want to have a rewarding career in sports management, then get in the game at Canisius. The college’s undergraduate program in sports administration combines sports marketing, ethics, psychology and law with the business and economics know-how that professional sports agencies crave in young candidates.

You’ll learn from experienced and practicing professionals in a city with a rich sports scene. Buffalo is home to two major professional teams: the Buffalo Bills and the Buffalo Sabres. The Buffalo Bisons are the Triple-A affiliate of the New York Mets and the Buffalo Bandits are a championship National Lacrosse League team.

Graduates of the program leave with the education and real-world experience needed to become players in intercollegiate athletics, amateur and professional sports, sports marketing and management, and recreation and non-profit community organizations. More information can be found at the Sports Management website (https://www.canisius.edu/academics/programs/sport-management/). (http://www.canisius.edu/sports-mgt/)

Qualifications
Students must maintain a 2.0 GPA in their major and a 2.0 overall average to graduate with a degree in Sport Management.

Advisement
All students should have an advisor in the major and should contact the department directly to have an advisor assigned if they do not already have one. Meetings with academic advisors are required prior to students
receiving their PIN for course registration each semester. All majors should work closely with their advisor in discussing career expectations, choosing their major electives, developing their entire academic program and planning their co-curricular or supplemental academic experiences.

Double Majors

Students who wish to expand their educational opportunities may decide to declare a double major. This decision may be based on career goals, planned graduate studies, and/or other student interests. Before a student declares a double major, it is important to meet with the appropriate academic departments for advisement. In order to declare a double major, the student must complete the appropriate double major request form and get the signature of each department chairperson and the appropriate associate dean.

Per college policy, each additional major requires a minimum of 15 credits that do not apply to the student’s first or subsequent major. Some double major combinations can be completed within the minimum 120 credit hour degree requirement, but in other cases additional course work may be required. Please note that students will receive only one degree, regardless of the number of majors they complete.

Minors in Other Disciplines

Minors provide students the opportunity to pursue additional interests but generally do not require as many courses as a major. Minors generally range from five to eight required courses. The minors page (http://catalog.canisius.edu/undergraduate/minors/) provides a complete list of minors and provides links to each minor. Some majors and minors can be completed within the minimum 120 credit hour degree requirement, but in some cases additional coursework may be required. Students must complete the appropriate minor request form.

Curriculum

An Ignatian Foundation

All undergraduate students must complete either the Canisius Core Curriculum (p. 35) or the All-College Honors Curriculum (p. 50). Many schools refer to their college-wide undergraduate requirements as “general education” requirements. We believe that the core curriculum and the honors curriculum are more than a series of required classes; they provide the basis for a Jesuit education both with content and with required knowledge and skills attributes that are central to our mission.

Free Electives

Students may graduate with a bachelor’s degree with more but not less than 120 credit hours. Free electives are courses in addition to the Canisius Core Curriculum or All-College Honors Curriculum and major requirements sufficient to reach the minimum number of credits required for graduation. The number of credits required to complete a bachelor’s degree may vary depending on the student’s major(s) and minor(s).

Major Requirements

Business Foundation Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 201</td>
<td>Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 202</td>
<td>Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ECO 101</td>
<td>Principles of Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 102</td>
<td>Principles of Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ISB 101</td>
<td>Management Technology</td>
<td>3</td>
</tr>
<tr>
<td>MGT 101</td>
<td>Introduction to Management</td>
<td>3</td>
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Total Credits: 18

Sport Management Course Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
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<tbody>
<tr>
<td>SPMT 150</td>
<td>Introduction to Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 230</td>
<td>Sport and Recreation Law</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 241</td>
<td>Practicum in Sport Management</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 245</td>
<td>Technology in Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 302</td>
<td>Sport and Ethics</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 304</td>
<td>Sport, Culture and Society</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 320</td>
<td>Psychology of Sport</td>
<td>3</td>
</tr>
<tr>
<td>PED 351</td>
<td>Coaching Theory and Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 355</td>
<td>Sport Operation and Planning</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 412</td>
<td>Sport Marketing</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 420</td>
<td>Economics and Finance in Sport Industry</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 430</td>
<td>Sport Communications</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 440</td>
<td>Global Perspective in Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 455</td>
<td>Governance and Policy in Sport Organizations</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 475</td>
<td>Sport Management Professional Development Seminar</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 480</td>
<td>Research Methods in Sport</td>
<td>3</td>
</tr>
<tr>
<td>SPMT 490</td>
<td>Sport Management Internship</td>
<td>6</td>
</tr>
</tbody>
</table>

Total Credits: 54

Arts & Sciences Course Requirements

This degree program also requires 60 hours of Arts & Sciences (non-business & non-education) courses.

Roadmap

Recommended Semester Schedule for Major Course Requirements

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>SPMT 150</td>
<td>SPMT 455</td>
</tr>
<tr>
<td>Sophomore</td>
<td>SPMT 241</td>
<td>SPMT 245</td>
</tr>
<tr>
<td>ECO 101</td>
<td>ECO 102</td>
<td></td>
</tr>
<tr>
<td>MGT 101</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>SPMT 302</td>
<td>SPMT 320</td>
</tr>
<tr>
<td>SPMT 304</td>
<td>PED 351</td>
<td></td>
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<tr>
<td>ISB 101</td>
<td>SPMT 355</td>
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<tr>
<td>ACC 201</td>
<td>ACC 202</td>
<td></td>
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<tr>
<td>Senior</td>
<td>SPMT 230</td>
<td>SPMT 420</td>
</tr>
<tr>
<td>SPMT 412</td>
<td>SPMT 475</td>
<td></td>
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<tr>
<td>SPMT 430</td>
<td>SPMT 480</td>
<td></td>
</tr>
<tr>
<td>SPMT 440</td>
<td>SPMT 490</td>
<td></td>
</tr>
</tbody>
</table>
Learning Goals & Objectives

Learning Goal 1 (Knowledge-Observed in Writing)
Candidates in the undergraduate Sport Management programs will demonstrate content and professional knowledge necessary for successful performance in their field.

Students will:
- Demonstrate an understanding of the common principles of sport management; sport leadership; sport operations management; event and venue management; and sport governance.
- Demonstrate an understanding of the principles of finance, and the economics of sport as they fit into national and international economies.

Learning Goal 2 (Knowledge – Observed Skills and Dispositions)
Candidates in the undergraduate Sport Management programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Students will:
- Demonstrate the ability to communicate with various public and professional audiences through written texts, oral discussions, and multimedia presentations.
- Demonstrate skill in the application of the basic principles of interpersonal and mass communications through interaction with internal and external sport publics.
- Demonstrate essential management and business related skills in the workplace.
- Demonstrate skillful operation of technology and assessment related tools that may be applied to various sport management settings.

Learning Goal 3 (Service)
Candidates in the undergraduate Sport Management programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Students will:
- Demonstrate understanding of the critical social, psychological, and philosophical base issues of the sport environment.
- Demonstrate understanding of moral and ethical implications of sport policy and strategies.

Learning Goal 4 (Professionalism)
Candidates in the undergraduate Sport Management program will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Students will:
- Learn to ask challenging, probing questions and seek thorough, well-rounded answers.
- Act with integrity and fairness to ensure a professional system of accountability for every student’s academic and social success and will model principles of self-awareness, reflective practice, transparency, and ethical behavior.

Learning Goal 5 (Leadership)
Candidates in the undergraduate Sport Management programs will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and wider community.

Students will:
- Demonstrate the ability to assume leadership roles in various professional settings and work effectively with diverse groups and organizations seeking to improve the performance of those they lead.
- Understand and can anticipate and assess emerging trends and initiatives in the sport environment.

Students might be interested minors in other programs. Common minors for Sports Management majors include:
- Coaching Minor (p. 336)

Courses

SPMT 150 Introduction to Sport Management 3 Credits
Introduces the sport management profession. Primary focus is on the sport industry, including professional sport entertainment, amateur sport entertainment, for-profit sport participation, sport goods and sport services. 
Offered: fall.

SPMT 230 Sport and Recreation Law 3 Credits
The class will focus on the general principles of law as they apply to the today’s world of sport. Class discussions will be geared toward practical application and real life examples. 
Offered: spring.

SPMT 241 Practicum in Sport Management 3 Credits
A directed practicum experience in sport industry setting. Opportunities provide for students to develop knowledge, values and beginning practice skills appropriate for entry-level positions. 
Offered: fall.
SPMT 245 Technology in Sport 3 Credits
This course is an introduction to technology in sport. The course is designed to provide students with experience in integrating technology into sport.
Offered: spring.

SPMT 302 Sport and Ethics 3 Credits
Will assist you in establishing a fundamental philosophy for sport in your life (both personal as well as professional). Questions that will be addressed in class are why you are/ want to be involved in sports in a professional capacity; what values drive your actions/decisions.
Fulfills College Core: Ethics
Offered: fall.

SPMT 304 Sport, Culture and Society 3 Credits
This course will focus upon important, enduring issues within the sociology of sport in addition to a few controversial issues currently under debate.
Offered: fall.

SPMT 320 Psychology of Sport 3 Credits
This course will review the major social/psychological theories utilized in current sport psychology research.
Fulfills College Core: Field 5 (Social Sciences)
Offered: spring.

SPMT 355 Sport Operation and Planning 3 Credits
This course is designed to provide learning experiences in the administrative tasks of planning new athletic facilities, renovating older facilities and maintaining existing sport facilities. Management principles and concepts as they affect facilities will also be examined.
Offered: spring.

SPMT 361 Guest Service Professional 3 Credits
This course provides guidelines and best practices for providing excellent customer service that will enable frontline associates and service staff in back-up and support roles to build, maintain, and increase a loyal customer base in professional sport.

SPMT 412 Sport Marketing 3 Credits
This course investigates principles and processes in sport marketing and sales. Focuses on research and development, sport promotion, sport sponsorship, advertising, merchandising, and distribution of sporting goods.
Offered: fall.

SPMT 420 Economics and Finance in Sport Industry 3 Credits
This course is a survey examination of principles of economics, budgeting, and finance as it applies to the sport industry.
Offered: spring.

SPMT 430 Sport Communications 3 Credits
This course provides a senior-level exploration of the role of sport communication in contemporary cultures.
Fulfills College Core: Oral Communication
Offered: fall.

SPMT 440 Global Perspective in Sport 3 Credits
Is an interdisciplinary examination of sport as a global phenomenon. Historical, cultural, economic, and governance perspectives are considered. Examine the global sporting experience from the 19th century to the present.
Fulfills College Core: Global Awareness
Offered: fall.

SPMT 455 Governance and Policy in Sport Organizations 3 Credits
This course is an examination of sport organizations focused on both professional and amateur governance structures and processes. The study of policy in educational, non-profit, professional and international sport venues will also be addressed.
Offered: fall.

SPMT 475 Sport Management Professional Development Seminar 3 Credits
To prepare the student for the process of seeking a job as well as being successful in a job in the sports management field. This is a seminar format in which students synthesize and apply theories, concepts, and practices in the leadership and management of sport organizations.
Offered: spring.

SPMT 480 Research Methods in Sport 3 Credits
Covers the development of empirical research designs for both practical and theoretical problems in sport management. Includes literature review of hypothesized relationships, and formulation of research proposals.
Fulfills College Core: Advanced Writing-Intensive
Offered: spring.

SPMT 490 Sport Management Internship 3-6 Credits
This supervised professional experience provides a continuous and structured opportunity to apply principles and skills developed in the classroom to the solution of practical problems in a sport industry setting.
Offered: spring.

Sports and Exercise Health Care (BS)
The Department of Kinesiology offers a new Bachelor of Science degree in Sports and Exercise Health Care. This degree is designed to provide an introductory education and experience for those looking to pursue careers in the allied health fields (chiropractic care, physical therapy, physician assistant, occupational therapy, nursing and athletic training). The Sports and Exercise Health Care program includes 54 major credits (three laboratory credits included), 54 core curriculum credits and 18 credits of electives. Between the major and elective courses, students will be able to complete prerequisites for application to allied health care and medical graduate schools.

Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATH 398</td>
<td>Statistics and Research Design</td>
<td>3</td>
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<tr>
<td>BIO 114</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 114L</td>
<td>Human Biology: Introduction to Human Anatomy and Physiology Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>BIO 115</td>
<td>Musculoskeletal Anatomy and Physiology</td>
<td>3</td>
</tr>
<tr>
<td>BIO 115L</td>
<td>Musculoskeletal Anatomy and Physiology Laboratory</td>
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<td>HED 115</td>
<td>Basic Nutrition</td>
<td>3</td>
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<tr>
<td>HED 205</td>
<td>Wellness and Fitness</td>
<td>3</td>
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<tr>
<td>HED 220</td>
<td>Healthy Behaviors</td>
<td>3</td>
</tr>
<tr>
<td>KIN 170</td>
<td>Emergency Care</td>
<td>3</td>
</tr>
<tr>
<td>KIN 200</td>
<td>Athletic Taping and Bracing</td>
<td>3</td>
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<td>KIN 235</td>
<td>Kinesiology</td>
<td>3</td>
</tr>
<tr>
<td>KIN 261</td>
<td>Injury/Illness Evaluation Techniques</td>
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<tr>
<td>KIN 301</td>
<td>General Medicine Seminar</td>
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</tr>
<tr>
<td>KIN 342</td>
<td>Therapeutic Exercise &amp; Modalities</td>
<td>3</td>
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<tr>
<td>KIN 336</td>
<td>Physiology of Exercise</td>
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<td>KIN 336L</td>
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<tr>
<td>KIN 401</td>
<td>Practicum in Sport &amp; Exercise Health Care</td>
<td>3</td>
</tr>
<tr>
<td>KIN 498</td>
<td>Internship in Health and Wellness</td>
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</table>
PSY 101  Introduction to Psychology I  3

Total Credits  54

Roadmap

Freshman

Fall  Spring
ENG 111  ENG 112
PHI 101  RST 101
BIO 114  BIO 115
& 114L  & 115L
HED 205  KIN 170
PSY 101  Field 1

Sophomore

Fall  Spring
KIN 200  KIN 261
KIN 235  ATH 398
HED 220  Field 3
Elective  Elective
Field 2  Elective

Junior

Fall  Spring
KIN 342  KIN 301
HED 115  Elective
Elective  Field 5
Field 4  Diversity Course
Ethics Course  Global Awareness Course

Senior

Fall  Spring
KIN 401  KIN 336
& 336L
Oral Communications  KIN 498
Advanced Writing  Core Capstone
Justice Course  Elective
Elective

Learning Goals & Objectives

The Sports and Exercise Care program will follow the assessment plan as set forth in the School of Education and Human Services (SEHS) Assessment Manual. Five broad learning goals have been established for all SEHS programs. They are:

Learning Goal 1: Candidates in SEHS programs will demonstrate content knowledge, pedagogical, and professional knowledge necessary for successful performance in their field.

Learning Goal 2: Candidates in SEHS programs will demonstrate professional skills and dispositions necessary for successful performance in their field.

Learning Goal 3: Candidates in SEHS programs will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

Learning Goal 4: Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

Learning Goal 5: Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

Student Affairs

Our Mission

The division of Student Affairs at Canisius College intentionally cultivates an environment where students are expected to be attentive to their experiences, reflect upon the meaning of those experiences, and develop a lifelong habit of discernment in order to encourage purposeful action.

Our Values

The values of the Student Affairs division at Canisius College are consistent with those stated in the College’s Strategic Plan, and we emphasize the following values:

• Diversity and inclusivity
• Care and respect for every person
• Spiritual development
• Healthy lifestyle
• Teamwork
• Collegiality
• Kindness
• Humor

The vice president for student affairs determines all student affairs policies and procedures for the college, subject to the approval of the president.

Assistance to students is provided by the following offices within the division of student affairs:

• ALANA (African American, Latino/a, Native American, Asian American) Student Center (p. 353)
• Athletics – Division I Intercollegiate (p. 354)
• Campus Ministry (p. 354)
• Counseling Center (p. 354)
• The Griff Center for Student Success (p. 354)
• International Student Programs (p. 354)
• Public Safety (p. 355)
• Student Health Center (p. 355)
• Study Abroad Programs (p. 356)

Student Life

• Student Involvement (p. 356)
• Club Sports and Intramurals (p. 356)
• New Student Orientation (p. 357)
• Office of Event Services (p. 357)
• Housing (p. 357)

ALANA Student Center

(ALANA = African American, Latino/a American, Asian American, Native American students) A genuine, pluralistic campus fosters respect, equality
and understanding of a mosaic of cultural heritages. Such a campus recognizes the interdependence of cross-cultural student communities and the integrity of each individual. The college aims for all individuals to feel a sense of inclusion in the college’s mission and activities, particularly those who have been historically marginalized in America primarily due to the color of their skin.

The ALANA Student Center (https://www.canisius.edu/student-experience/student-support-services/alana-student-center/) assists the college in providing services for ALANA students while educating the entire student population about ALANA cultural patterns and trends in higher education. The staff assists students concerning racial perspectives, self-concept issues and participatory involvement within the framework of the campus.

Although primarily co-curricular focused, the ALANA Student Center also serves students as a referral and support unit with respect to other collegiate matters. The Center provides a place for students to share and discuss cross-cultural experiences and to interpret those experiences. By way of this service, and other support services campus-wide, Canisius College provides students with tools essential for their success in school and in the greater community.

Athletics
Canisius College conducts an extensive NCAA Division I athletics program for both men and women and is a member of the Metro Atlantic Athletic Conference and the Atlantic Hockey Conference.

Men’s Sports
- Baseball
- Basketball
- Cross-country/indoor/outdoor track
- Golf
- Ice hockey
- Lacrosse
- Soccer
- Swimming and diving

Women’s Sports
- Basketball
- Cross-country/indoor/outdoor track
- Lacrosse
- Rowing
- Soccer
- Softball
- Swimming and diving
- Volleyball

Campus Ministry
Campus Ministry (https://www.canisius.edu/faith-and-service/campus-ministry/) supports the spiritual and religious life of the campus with activities open to students and staff of all faiths. Campus Ministry seeks to empower students, faculty, administrators, staff and alumni as persons of faith “for and with others” in the Catholic, Jesuit tradition.

In addition to providing a vital Roman Catholic liturgical and sacramental life, the campus ministry team:
- offers opportunities for spiritual retreats
- organizes opportunities for prayer and small faith communities
- promotes opportunities for service to those in need, both locally and through domestic and international service immersion trips
- promotes ethical values and educates and organizes around issues of social justice and peace
- provides pastoral counseling and spiritual direction

COUNSELING CENTER
The Counseling Center (https://www.canisius.edu/student-experience/student-support-services/counseling-center/) is committed to developing the personal and academic potential of Canisius College students by providing comprehensive counseling services and outreach education to support the emotional and mental health of our students. Professional counseling services are available to all registered students, at no additional cost, to address concerns that may interfere with a student’s academic success and personal growth. In addition to individual and group counseling, counselors are available during and after college business hours for crisis intervention and mental health emergencies. Counselors are also available for consultation and referrals to community resources.

Students who access counseling services are assured confidentiality, unless it is apparent that a student may do harm to others. A student’s privacy and confidentiality are carefully guarded and protected. No information about participation in counseling becomes part of any official record. Students may schedule appointments by calling the Counseling Center at 716-888-2620. Appointments may also be scheduled in person. The Counseling Center is located in Bosch Hall Room 105, directly off the lobby of Bosch Hall. Enter via the quad side entrance of Bosch. The Counseling Center offers many educational programs and workshops throughout the academic year for the Canisius College community. Refer to the Counseling Center website for the most current information on programs and services, including online screening programs and self-help information.

THE GRIFF CENTER FOR Student Success
The Griff Center (https://www.canisius.edu/student-experience/student-support-services/griff-center/) represents a collaboration between the Office of Academic Affairs and the Office of Student Affairs. A complete description of the Griff Center and the programs and experiences it provides are available in the Griff Center section of the catalog (p. 86), which is published in the academics section of catalog.

INTERNATIONAL STUDENT PROGRAMS
Whether you are an international student who will study on an F-1 student visa, a visiting student who will be studying abroad for one semester, or an incoming student who did not grow up in the United States, the Office of International Student Programs (https://www.canisius.edu/global-education/international-student-programs/) is here to support you. The Office of International Student Programs (ISP) at Canisius College supports the needs and development of the global student community through advisement and cultural support, in order to assist them in achieving their academic, personal, and professional goals. Other services for international students include an extensive orientation for new students, assistance understanding immigration regulations and workshops on practical training benefits. Global Horizons, a student organization for American and international students, plans additional activities to promote cultural awareness on campus. An example of this is Global Fest, an annual event celebrating different cultures through food tasting, music, performances and crafts from around the world! International students are required to complete an online semester
Staffed by doctors, a nurse practitioner and registered nurses, each visit common sicknesses and injuries that slow down healthy college students. Quality care that is easy to access, individualized and designed to treat the needs of international students studying in the United States. Information about the required health insurance plan is available in the Office of International Student Programs.

PUBLIC SAFETY

The Department of Public Safety, located in the basement of the Bosch Residence Hall, is open 24 hours a day, providing around the clock protection and services to the campus community. The department was established to protect the educational environment of Canisius College, keeping the environment free from the threat of physical harm, property damage and disruptive activity. Departmental objectives include aiding in the enforcement of federal, state and local laws; preventing crime; regulating non-criminal conduct and preserving the peace. Uniformed Public Safety Officers, all of whom are sworn peace officers, are on duty 24 hours a day, seven days a week, 365 days a year. Their primary responsibilities include patrolling the campus area on foot, on bicycles and in vehicles; security services; emergency response; and requests for assistance involving members of the campus community.

Public Safety also provides a variety of support services that are tailored to meet the needs of the campus community. These services include conducting crime prevention and personal safety programs, dispatching the campus shuttle system, providing Canisius ID cards, and providing assistance to campus motorists experiencing minor mechanical problems.

For a comprehensive summary of the activities and services provided by Public Safety, visit the Department of Public Safety website (https://www.canisius.edu/student-experience/student-support-services/public-safety/).

Crime Statistics

Canisius College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act by providing available information on campus security and personal safety. This information includes crime prevention, public safety, law-enforcement authority, crime reporting policies, disciplinary procedures and other important matters regarding campus security. Statistics are available from the three previous calendar years on reported crimes that occurred on campus, in certain off-campus buildings or property owned or controlled by Canisius College, and on public property within or immediately adjacent to and accessible from the campus. Upon request, the Canisius College Advisory Committee on Campus Safety will provide all campus crime statistics as reported to the United States Department of Education. This information is available on the Public Safety website (https://www.canisius.edu/student-experience/student-support-services/public-safety/). A printed copy may be obtained by calling the office of student affairs at 716-888-2130.

STUDENT HEALTH CENTER

The Student Health Center (https://www.canisius.edu/student-experience/student-support-services/student-health/) staff strives to provide high-quality care that is easy to access, individualized and designed to treat common sicknesses and injuries that slow down healthy college students. Staffed by doctors, a nurse practitioner and registered nurses, each visit offers an opportunity to feel better and to learn to optimize good health for success in college and beyond.

Appointments are not required but strongly encouraged. Students can schedule an appointment 24/7 online at myCanisiusHealth, by phone or by walking in to Student Health.

MyCanisiusHealth is a web based confidential health portal which allows students 24/7 access to schedule a Health Center appointment, locate health information and health care resources both on and off campus and receive confidential messages from Student Health medical staff. A link to myCanisiusHealth is located on the student portal page, under student services.

When Student Health is closed, students can visit one of the urgent care centers in Western New York. A list of those centers is located on myCanisiusHealth. In the event of a medical emergency on campus, students should contact Public Safety or dial 911.

Student Health does not write medical notes for missed classes or work. Health Center appointment verifications are sent via college email from noreply@medicat each evening. Student Health recommends students share the email verification notice with faculty or employers if proof of a doctor’s appointment is needed.

The Student Health Center web site (https://www.canisius.edu/student-experience/student-support-services/student-health/) provides detailed information about Student Health services, hours, staff, location, health requirements, health insurance, medical notes and more.

Health Insurance

Canisius College recommends all students have health insurance to ease the fiscal burden associated with sickness or injury. Students needing health insurance, who are US citizens, should visit www.healthcare.gov (http://www.healthcare.gov/)

International students, studying on a F1 Visa, are required to purchase the international health insurance plan designed specifically for them. Information about the international student plan can be found at the Student Health Center web site.

Immunization Requirements for Class Attendance

Measles, Mumps, Rubella

New York State law requires all students taking six or more credits, attending any classes on campus, and born on or after January 1, 1957 to provide proof of immunity against measles, mumps and rubella to the Student Health Center prior to class attendance. Students must submit proof of two doses of measles (rubeola) vaccine, one dose of rubella (German measles) vaccine and one dose of mumps vaccine, given on or after their first birthday and after 1967.

Meningitis Requirement

All students registered for 6 or more credits and attending class on campus, regardless of birth date, are required to receive information about the risk of meningococcal disease and the benefit of vaccination. Students are required to read the information and either obtain the meningitis vaccine or sign a vaccine refusal statement within thirty days of first class attendance.

Submission Dates and Non-Compliance

Immunization records must be submitted by July 31 for fall attendance and January 1 for spring attendance. Summer students must submit records before their first day of class. Non-compliance with health requirements results in registration withdrawal, removal from college housing, and inability to register with the college for future semesters.
If registration is withdrawn, a student will be reinstated once the health forms are submitted and deemed complete. Canisius College charges an immunization reinstatement fee. To view the fee click here [https://www.canisius.edu/tuition-aid/student-records-and-financial-services/cost-attendance](https://www.canisius.edu/tuition-aid/student-records-and-financial-services/cost-attendance/). Compliance with New York State health requirements is strictly enforced across the campus.

Students taking online courses only are generally exempt from these requirements, however some online programs have established stricter immunization requirements. On line students should discuss health requirements with Admissions or their program directors.

The Student Health Center website ([https://www.canisius.edu/student-experience/student-support-services/student-health/](https://www.canisius.edu/student-experience/student-support-services/student-health/)) has detailed information about health requirements and links to the required forms.

### STUDY ABROAD PROGRAMS

Canisius College students who study abroad say it is a life-changing experience which significantly expands their personal and professional horizons. The college offers diverse study abroad opportunities in 13 countries and 21 cities. While several Canisius majors require an international experience, students of all majors should consider study abroad.

Students who study abroad:

- Get jobs. They acquire marketable skills which are sought by potential employers in this global economy. According to an article in the Huffington Post, four out of five business leaders say that if similar candidates were before them and one had study abroad experience and one didn’t, they’d almost always hire the one with study abroad experience.
- Become more fluent in a foreign language when they immerse themselves in the culture and live among native speakers (however, many locations have no language requirement).
- Develop valuable life skills such as independence, flexibility, cross-cultural awareness/communication and problem-solving.
- Enhance their knowledge of global relations and deepen their knowledge of cultural and societal differences.
- Travel and meet new people and gain confidence.

Additional information about Study Abroad and other international experiences is available at the Global Education website ([https://www.canisius.edu/global-education/](https://www.canisius.edu/global-education/)).

### STUDENT LIFE (student Involvement)

Campus Programming encourages and promotes involvement and enhances student learning through curricular programming opportunities. To help achieve this mission, Campus Programming allows students the opportunity to get involved on campus. Students may choose from a variety of clubs and organizations ([https://www.canisius.edu/student-experience/student-life-and-housing/student-involvement/clubs-and-organizations/](https://www.canisius.edu/student-experience/student-life-and-housing/student-involvement/clubs-and-organizations/)), including the Undergraduate Student Association (USA) ([https://www.canisius.edu/student-experience/student-affairs/student-life-and-housing/student-involvement/undergraduate/](https://www.canisius.edu/student-experience/student-affairs/student-life-and-housing/student-involvement/undergraduate/)) which is comprised of the entire student body and is represented by an elected group, the Student Senate. The purpose of the Senate is to assist, finance and integrate all student organizations and to represent the views of the student body to the college administration. The Commuter Student Association (CSA) ([https://www.canisius.edu/student-experience/student-life-and-housing/commuter-students/](https://www.canisius.edu/student-experience/student-life-and-housing/commuter-students/)) represents all of the commuter students, and the Residence Hall Association (RHA) is the student governing body for the resident students at Canisius. Additionally, there are over 90 student clubs and organizations at Canisius. These organizations provide students with an opportunity to explore an academic subject informally yet deeply, gain familiarity with the arts or with differing cultures, provide service to the college or to the community, develop a wide range of leadership skills, or simply socialize with other students. Various honor societies give recognition to student excellence in numerous areas, and the student-run media on campus, such as the college newspaper (The Griffin) and the campus radio station (WCCG), provide students with opportunities to explore communications media while keeping the college community informed and entertained.

### Club Sports and Intramurals

The currently active club sports ([https://www.canisius.edu/student-experience/sports-athletic-facilities/club-sports/](https://www.canisius.edu/student-experience/sports-athletic-facilities/club-sports/)) are listed below. Additional club sports can be added based on student interest. Club sports are played at a more competitive level than intramurals ([https://www.canisius.edu/student-experience/sports-athletic-facilities/intramurals/](https://www.canisius.edu/student-experience/sports-athletic-facilities/intramurals/)) and often involve team travel. Students are responsible for additional fees associated with most club sports.

#### Co-ed club sports
- Bowling
- Cheerleading and Dance
- IHSA (Equestrian)
- Mixed Martial Arts
- Rifle
- Tennis
- Ultimate Frisbee

#### Men’s club sports
- Men’s Rugby
- Men’s Soccer
- Men’s Volleyball
- Men’s Ice Hockey
- Men’s Crew
- Men’s Baseball
- Men’s Golf

#### Women’s club sports
- Women’s Soccer
- Women’s Volleyball
- Women’s Rugby

### Intramurals

All intramural sports are currently co-ed and provide an opportunity for students to engage recreationally for fun, health, and wellness. Current intramural sports:

- Basketball-open
- Volleyball
- Floor Hockey
- Indoor Soccer
- Outdoor Soccer
- Flag Football
- Dodgeball
- Whiffle ball
NEW STUDENT ORIENTATION

New Student Orientation is the beginning of the journey for new students that provide a welcoming, informative, and incredibly fun start to their academic careers at Canisius. The program highlights a variety of academic supports and campus resources through informational sessions and activities.

OFFICE OF EVENT SERVICES

Members of the Canisius Community or the public looking to reserve non-classroom space (including athletic facilities) for meetings and events should contact the Office of Event Services. Office staff will assist with room selection, securing appropriate technology, and facilitating connections with Chartwells food service when requested.

STUDENT LIFE (housing)

Student Life promotes the personal growth of resident students as they adjust to college life and interact with others in the residence halls and the college community.

Canisius College believes that the experience of living on-campus contributes to the development of a well-rounded individual. Student Life creates an environment where students can live, learn and develop leadership skills, and become men and women for and with others. There are several housing options available to resident students. Bosch and Frisch halls are traditional residence halls for freshman students. They include double rooms, suites and social lounges with kitchens and lounges on each floor. Dugan Hall, our newest traditional residence hall for sophomore students includes suites and social lounges with kitchens on alternate floors. The Delavan Townhouses, built in 2002, feature one-, two-, three-, four-, and five-person apartments with single-person bedrooms. These apartments also have living rooms, kitchens, bathrooms and air conditioning. The Village Townhouses feature two and five person apartments. These apartments are equipped with some single and double bedrooms, kitchens bathrooms, and air conditioning. Additional information including virtual tours, pictures, floor plans, cost and the application process can be found on the Student Life webpages (https://www.canisius.edu/student-experience/student-life-and-housing/student-housing/).

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Margaret M. Kraatz *
Financial Aid Specialist and Special Projects

Eileen Tally, BS
Student Accounts Specialist

Allaina Faulise
Customer Services Specialist

* Bene Merenti — awarded for 20 years of service to Canisius College.
** Special Bene Merenti — awarded for 40 years of service to Canisius College.

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Clinical Instructor of Psychology
AA, Cazenovia College
BA, Canisius College
MSW, State University of New York at Buffalo
Altone F. Alber (2002)
Professor Emeritus of Marketing & Information Systems
BA, Lehigh University
MBA, University of Pittsburgh
PhD, The Pennsylvania State University

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Assistant Professor of Psychology
BS, Oklahoma State University
MA, The Ohio State University
PhD, The Ohio State University

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Professor of Teacher Education
BA, University of Buenos Aires, Argentina
MA, PhD, Penn State University

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MA, University of Illinois Champaign-Urbana
MSEd, Nazareth
PhD, State University of New York at Buffalo

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Associate Professor of History
BA, University of Mobile
MDiv, The Southern Baptist Theological Seminary
PhD, University of Kentucky

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BA, MA, Bowling Green State University
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PhD, University of Arkansas

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MA, University of Rochester

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PhD, University of Pittsburgh

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MS, Northeastern University
PhD, University of Connecticut

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PhD, State University of New York at Buffalo

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Assistant Professor of Sociology, Criminal Justice, & Environmental Studies
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Associate Professor of Teacher Education
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* Bene Merenti - awarded for 20 years of service to Canisius College.
** Special Bene Merenti - awarded for 40 years of Service to Canisius College.

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